







THE
AMERICAN MANUAL;

CONTAINING

A BRIEF OUTLINE OF THE ORIGIN AND PROGRESS OF POLITICAL
POWER, AND THE LAWS OF NATIONS;

A COMMENTARY ON THE CONSTITUTION

OF

THE UNITED STATES OF NORTH AMERICA,

AND

A LUCID EXPOSITION OF THE DUTIES AND RESPONSIBILITIES OF
VOTERS, JURORS, AND CIVIL MAGISTRATES;

WITH

QUESTIONS, DEFINITIONS, AND MARGINAL EXERCISES;

DESIGNED TO DEVELOPE AND STRENGTHEN THE MORAL AND INTELLECTUAL
POWERS OF YOUTH, AND IMPART AN ACCURATE KNOWLEDGE OF
THE NATURE AND NECESSITY OF POLITICAL WISDOM.

ADAPTED TO THE USE OF

SCHOOLS, ACADEMIES, AND THE PUBLIC:

BY

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A Member of the Baltimore Bar, and President of Newton University.

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"REGNANT POPULI."  
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## P R E F A C E.

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THIS Volume is designed to promote a knowledge of the nature and necessity of political wisdom,—the paramount importance of the Constitution of the United States, and the momentous duties and responsibilities of Voters, Jurors, and Civil Magistrates.—If it shall tend in the smallest degree to incite an interest in the Philosophy of our own Language,—to foster a devotion to the Union,—awaken a conscientiousness,—a desire for excellence among the rising generation, and imbue their minds with fidelity to the social and political institutions of the Republic, the object of the author will be realized.

## PUBLISHERS' PREFACE.

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THE publishers commit this work to the practical teachers of the United States, believing that it will greatly assist them in the discharge of their important duties, and reflect the highest honor on their profession. The Author is a laborious practical teacher, of twenty years' experience; he has travelled extensively in every section of the Union, with a view to ascertain the true condition and the real wants of the schools of the country. He has also made many and important improvements in the system of instruction, and we think nothing is hazarded in the assertion that none understand the true character of the schools of the whole Union better, or are more ardently and zealously devoted to the cause of universal education.

The work seems to be imperatively demanded. It has received the highest commendation from all who have carefully examined it. Many politicians from the leading parties of the country, and some of the ablest divines from the prevailing denominations of Christians in the Union, have given it their heartiest approval.

It is intended, both by us and the Author, that it shall contain *no* sentiment that will in the least militate against the views of *any* denomination of Christians, or that shall conflict with the political opinions of the patriotic citizens of *any* party in our land.

On every page are inculcated principles that will tend to make the mind purer, and the heart better. The spirit of the entire work is of the most patriotic character; it advocates the rights and the privileges of the people. It sets forth in vivid light their duties, and the necessity of the universal dissemination of sound education, and the purest principles of patriotism and morality.

The proper use of the marginal exercises cannot fail to give the pupil an accurate use of words and an extensive command of language. It must tend to render the Teacher's Profession delightful, because the plan, carried out, will always be attended with success, and enable him, at the close of each day, to see that labor has not been spent in vain.



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# THE AMERICAN MANUAL.



DIRECTIONS, EXPLANATIONS, AND SUGGESTIONS.

## LESSON I.

THIS 'Work is designed for general readers, and also for a text-book in 'Elementary Schools and Academies. The marginal 'Exercises are peculiar to the 'Author's School-  
5 books. It is easy, however, to 'show their use and 'advantage. Before the first letter of some word in 'every line is the figure 1, which 'denotes that *the word* is defined, or the synonym given, at the 'end of the line.  
10 The pupil, in reading, may 'omit the *marked word*, and in its place 'supply the definition or synonym: thus, "*work*," in the first 'line, 'may be omitted, and the sentence read "This *book* is designed for 'general read-  
15 ers," and then proceed in a similar 'manner, till the paragraph is 'finished. After this

Definitions.  
Synonyms.  
Themes.  
Spelling, Scientific, Literary, and  
Mental Exercises.

Book.  
Primary.  
Lessons for practice.  
Writer's.  
Exhibit.  
Benefit.  
Each.  
Marks.  
Termination.  
Not mention.  
Give.  
Row of words  
Can.  
Public.  
Peculiar way  
Completed.

## QUESTIONS.

The difficult Questions are elucidated in the Appendix.

To what does *their*, in the 5th line, refer? In how many sentences can you use the word *work* so that in every instance it shall convey a different meaning? What is a *paragraph*?

## 10 DIRECTIONS, EXPLANATIONS, AND SUGGESTIONS.

|                                                                                                                                                                                                                                          |                                                         |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------|
| the 'pupils should analyze the paragraph, and 'name all the simple and compound sentences it contains. Each <i>word</i> in the 'mar-                                                                                                     | Scholars.<br>Specify.<br>Side of the page.              |
| 20 gin may then be spelled, and the 'varied definitions, 'synonyms, roots, derivations, &c., 'given; the pupils may then apply <i>them</i> in composing the 'easiest simple sentences, and, either 'orally or in writing, form sentences | Numerous.<br>Words of similar meaning.<br>Told.         |
| 25 which 'contain the marginal words, their 'definitions or synonyms; thus, "I bought the book;" "my 'father, aunt, brother, or sister, 'reads the volume;" "the librarian 'lent me the volume;" "my cousins, James,                     | Plainest.<br>Verbally.<br>Include.<br>Explanations.     |
| 30 John, Susan and Mary, read the 'work;" "Caroline 'has the book;" "Harriet reads in the American 'Manual." After a little 'practice, there will generally be great interest taken in the exercises, and 'surprising                    | Parent.<br>Peruses.<br>Loaned.<br>Volume.<br>Possesses. |
| 35 skill 'elicited.                                                                                                                                                                                                                      | Handy-book.<br>Training.<br>Wonderful.<br>Brought out.  |

The preliminary remarks, in the first 8 lessons, are intended merely as hints: educators will invariably exercise their own judgment. For some classes, and under peculiar circumstances, it may be advisable not to use the marginal exercises—sometimes only *spelling*—the *definitions*—the *synonyms*—the difference between the *definitions* and the *synonyms*—and generally, for beginners, to take but one exercise in the margin at a lesson. It would be well for the teacher to have some unabridged Dictionary, and a work on English synonyms, to assist in the explanations and illustrations.

What is the meaning of *analyze*, in the 17th line? What does *them*, in the 22d line, mean? What is a *simple sentence*? What is a *compound sentence*? Is it a good or a bad plan to think, out of school, about the *subject* of the lessons you have recited in school? What is the meaning of *orally*, in the 24th line? Illustrate the difference in the meaning between *definition* and *synonym*. Is it *pleasant* or *profitable* to read *what* one does not understand? What is the *object* of going to school? What part of speech is *or*, in the 27th line? Does *or* ever have any other meaning, and is it ever used as a noun? Is there more than one way to spell synonym? What authority is generally followed in this work? What would be the difference if you substitute *or* for *and*, in the 30th line?

## LESSON II.

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                   |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>EACH scholar should be 'supplied with a dictionary, and 'encouraged to discover definitions or 'synonyms <i>not found</i> in the margin: great 'pains should always be taken to</p> <p>5 'arouse thought and investigation on the part of the pupils; they may 'sometimes spell and define the words in 'concert—in case of 'difficulties or backwardness, the 'teacher may take the lead.</p>                                                                          | <p>Furnished.<br/>Incited.<br/>Words of similar meaning.<br/>Care.<br/>Excite.<br/>Occasionally.<br/>Company.<br/>Impediments<br/>Instructor.</p> |
| <p>10 Much 'aid may be derived in securing the attention of a class by '<i>avoiding</i> the usual 'plan of reading in rotation, selecting either at 'random from the class, or from those paying the least 'attention to the lesson, using</p> <p>15 due 'vigilance that each has suitable exercises. THE QUESTIONS SHOULD BE 'DISTINCTLY ASKED, WITHOUT AFFORDING THE 'SLIGHTEST KNOWLEDGE WHO WILL BE CALLED UPON TO 'ANSWER. Then, after a suitable pause, the 'one</p> | <p>Assistance.<br/>Shunning.<br/>Method.<br/>Chance.<br/>Heed.<br/>Watchfulness.<br/>Plainly.<br/>Least.<br/>Reply.<br/>Person.</p>               |
| <p>20 whom it may be supposed has 'paid the least attention should be 'selected. It should always be 'borne in mind, that the usefulness of the teacher depends much upon 'tact in arousing the minds of the pupils to the 'utility and 'necessity of understanding the</p> <p>25</p>                                                                                                                                                                                      | <p>Given.<br/>Chosen.<br/>Kept.<br/>Peculiar skill<br/>Benefit.<br/>Need.</p>                                                                     |

The difficult Questions are elucidated in the Appendix.

Is it necessary to study one's reading lesson? When there is any part of a lesson you do not understand, what ought to be done? Does it injure or benefit us, to *reason* and *think* about what we have *seen*, *heard*, or *read*? What should be our *main object* in reading? To what does *each* refer in the 15th line? From what is the word *scholar* in the 1st line derived? Can you mention some of the words derived from the word *school*?



|                                                     |                |
|-----------------------------------------------------|----------------|
| whole of every lesson. The 'learner is              | Pupil.         |
| more benefited by reading 'correctly and            | Properly.      |
| 'understandingly a <i>single paragraph</i> , ana-   | Intelligently. |
| lyzing the sentences, defining the words, 'va-      | Changing.      |
| 30 rying their 'meanings, tracing them to their     | Definitions.   |
| roots, or ' <i>following out</i> their derivatives, | Tracing.       |
| 'throwing words into sentences in which             | Putting.       |
| they show a 'variety of meanings—the posi-          | Number.        |
| tion of words, and the 'nice shades of              | Precise.       |
| 35 'thought the same word may impart to the         | Imagination.   |
| mind, than by the 'heedless perusal of a            | Inattentive.   |
| 'whole volume.                                      | An entire.     |

Illustrate the meaning of *analyzing* in the 28th line. To what does *their* refer in the 30th line? When you substitute *entire* for *whole*, in the 37th line, why should you change *a* to *an*?

### LESSON III.

|                                                       |              |
|-------------------------------------------------------|--------------|
| THE marginal 'exercises should be en-                 | Lessons.     |
| larged, 'explained, and applied by the teacher        | Illustrated. |
| in a 'plain and familiar way, varying ac-             | Clear.       |
| cording to the 'proficiency of the pupils; the        | Attainment.  |
| 5 'difficult words and those in italics may be        | Hard.        |
| used in exercising the learners in 'distinct          | Plain.       |
| 'articulation and correct pronunciation—im-           | Utterance.   |
| portant parts of ' <i>an education</i> , which should | Tuition.     |
| never be 'neglected. The pupil's proficiency          | Omitted.     |
| 10 in this particular is mostly 'committed to the     | Entrusted.   |
| care of the teacher, who should 'generally            | Usually.     |
| read a few sentences in each lesson and 'pro-         | Articulate.  |
| nounce the 'difficult words for the scholars          | Hard.        |

Illustrate the meaning of *italics* in the 5th line. Is *scholar*, in the 13th line, used in the limited or extended sense?



|                                                                                                                                                                                                                          |               |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------|
| to imitate. To vary the exercise and se-                                                                                                                                                                                 | Copy.         |
| 15 cure their attention, the instructor may add                                                                                                                                                                          | Application.  |
| or leave out words, commit errors in articulation, pauses, inflections, accent, emphasis, &c., invariably requiring the pupils to make corrections. It may be well to take                                               | Perpetrate.   |
| 20 one of the above features and make it a leading subject till it is well understood. A Rhetorician in Paris carried distinct articulation to such perfection, that a word conveyed by a whisper could be understood to | Modulations.  |
| 25 the height of seven stories. The scholar                                                                                                                                                                              | Constantly.   |
| CANNOT READ WELL, UNLESS HE UNDERSTANDS                                                                                                                                                                                  | Amendments    |
| WHAT HE READS—and inasmuch as proper training in reading has a more vigorous                                                                                                                                             | Examples.     |
| 'influence over the MORAL and INTELLECTUAL                                                                                                                                                                               | Comprehended. |
| 30 POWERS than any other study, the reading lesson should be studied more by the scholar, and receive more attention from the elementary teacher, than any other branch of education.                                    | Expression.   |
|                                                                                                                                                                                                                          | Excellence.   |
|                                                                                                                                                                                                                          | Heard.        |
|                                                                                                                                                                                                                          | Elevation.    |
|                                                                                                                                                                                                                          | Without.      |
|                                                                                                                                                                                                                          | Suitable.     |
|                                                                                                                                                                                                                          | Potent.       |
|                                                                                                                                                                                                                          | Control.      |
|                                                                                                                                                                                                                          | Faculties.    |
|                                                                                                                                                                                                                          | Learned.      |
|                                                                                                                                                                                                                          | Obtain.       |
|                                                                                                                                                                                                                          | Part.         |
|                                                                                                                                                                                                                          | Knowledge.    |

To what does *their* refer in the 15th line? To what does *it* refer in the 20th line? What does *one* mean in the 20th line? What does *it* mean in the 21st line? What *Paris* is meant in the 22d line? Is there more than one *Paris*? Is there more than *one London, Boston, Washington, Philadelphia, or Pekin*? When you see either of the above names, how do you know which is meant? Why are houses generally built higher in *cities* than in the *country*? What is the most important part of an education? Is there more than one way to spell *instructor*, in the 15th line? Illustrate the meaning of *Rhetorician*, 22d line. What is the difference between *moral* and *intellectual*, in the 29th line? Illustrate the meanings of *powers*, in the 30th line. What part of speech is *powers*? Is *powers* always the same part of speech? In how many simple sentences can you use the word *powers*, so as to convey a different meaning in each instance? Illustrate the difference in meaning between *power*, *strength*, and *authority*.

## LESSON IV.

|                                                                                                                                                                                                                                          |                                                                  |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------|
| THE teacher may 'require the pupils to give ' <i>an oral</i> or written account of the 'whole reading lesson, and sometimes even take all the 'books from the class, read the                                                            | Cause.<br>A spoken.<br>Entire.<br>Manuals.                       |
| 5 'lesson himself, and require each one to give, either 'orally, or, what is better, in writing, a 'detail of the whole. This plan improves the pupil in writing, spelling, the 'proper use and application of words, ease and 'rapidity | Task.<br>By mouth.<br>Minute account.<br>Correct.<br>Quickness.  |
| 10 in composition, and is one of the best 'methods for 'developing, strengthening, and elevating all the faculties of the mind; it 'fixes and strengthens the attention and 'admirably 'trains the scholar for the duties of after       | Ways.<br>Unfolding.<br>Concentrates<br>Excellently.              |
| 15 life: the daughter acquires the habit of 'relating with 'accuracy and precision what she hears—the son, a 'solid foundation on which to stand when he assumes the 'responsibility of a 'citizen—takes his place as a                  | Prepares.<br>Communicating.<br>Correctness.<br>Firm.             |
| 20 jurymen, to listen to, and judge of 'testimony which affects the 'fortunes, the happiness, the lives of individuals, the 'stability and the                                                                                           | Obligation.<br>Freeman.<br>Evidence.<br>Property.<br>Permanency. |

The difficult Questions are elucidated in the Appendix.

To what does *one*, in the 5th line, refer? What is the meaning of *whole*, in the 7th line, and what part of speech is it? What is the difference in the meaning of *developing*, *strengthening*, and *elevating*, in the 11th line? Illustrate the meaning of *faculties*, in the 12th line. What is the meaning of *jurymen*, in the 20th line? How many persons compose a *jury*? How many kinds of *juries* are there? What are the duties of a *jury*? May every voter serve on a *jury*? Would the community or country be safe, if ignorant, inattentive, or wicked men served as jurors? What word is understood after *listen to*, in the 20th line?

|    |                                                                                   |                         |
|----|-----------------------------------------------------------------------------------|-------------------------|
| 25 | 'welfare of society—and both sons and daughters, the future 'guardians of the re- | Benefit                 |
|    |                                                                                   | Protectors.             |
|    |                                                                                   | Insensibly.             |
|    |                                                                                   | Profited.               |
|    |                                                                                   | For ever.               |
|    |                                                                                   | Country.                |
| 30 | by means of lectures and oral 'instruction from the 'pulpit.                      | Religion of Christians. |
|    |                                                                                   | Precepts.               |
|    |                                                                                   | Sacred Desk.            |

What does *in*, placed before words, mean, as, *imperceptibly*, in the 25th line? What is the meaning of *temporarily*? Illustrate the difference between *temporarily* and *eternally*. Do you think a *wicked man* is as happy as a *good man* in this life? Which would you rather be when *you come to die*? Must *every person* now living die? What do you think is the difference between the *mind* and the *body*? What *guide* enables us to attain both *temporal* and *eternal happiness*?

### LESSON V.

|    |                                                                                                                                                                                                                                                                                                                                                                                                                |                          |
|----|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------|
| 5  | It 'ought,* however, to be borne constantly in mind, that much depends upon the 'judgment of the teacher in 'simplifying this feature, as well as in 'suppressing or extending the marginal exercises—in illustrating and 'varying the lessons so as to suit the 'capacity of the pupils, and the wants of 'different classes, and 'especially in overcoming the 'local prejudices so common in different sec- | Should.                  |
|    |                                                                                                                                                                                                                                                                                                                                                                                                                | Discrimination.          |
|    |                                                                                                                                                                                                                                                                                                                                                                                                                | Illustrating by example. |
|    |                                                                                                                                                                                                                                                                                                                                                                                                                | Abridging.               |
|    |                                                                                                                                                                                                                                                                                                                                                                                                                | Changing.                |
|    |                                                                                                                                                                                                                                                                                                                                                                                                                | Ability.                 |
|    |                                                                                                                                                                                                                                                                                                                                                                                                                | Various.                 |
|    |                                                                                                                                                                                                                                                                                                                                                                                                                | Particularly.            |
| 10 | tions of the 'Union. A plan that would secure 'unparalleled success in one district,                                                                                                                                                                                                                                                                                                                           | Sectional.               |
|    |                                                                                                                                                                                                                                                                                                                                                                                                                | United States            |
|    |                                                                                                                                                                                                                                                                                                                                                                                                                | Unequalled.              |

\* In substituting *should* for *ought*, why is it necessary to omit *to* before *be borne*? What is the meaning of *feature*, in the 3d line? What is the difference between *suppressing* and *extending*, in the 4th line? Illustrate the meaning of *prejudices*, in the 9th line. What is the meaning of *un* placed before a word, as *unparalleled*, in the 11th line? or, *unabridged*, *unmeaning*, *unlimited*, *unbounded*, *unaccountable*, &c.?



|                                                                                                                                                                                                                                   |                                                                         |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------|
| <p>might, from 'ignorance, prejudice, or some other cause, prove a 'total failure, under the 'management of the same teacher, in an-</p>                                                                                          | <p>Want of knowledge.<br/>Complete.<br/>Direction.</p>                  |
| <p>15 other part of the 'confederacy. Hence another advantage in the almost endless 'application of the marginal 'exercises. Some may find it best to use them 'only for definitions—others for spelling—teaching the 'ru-</p>    | <p>Union.<br/>Employment<br/>Lessons.</p>                               |
| <p>20 diments of composition—the 'parts of speech in grammar—'articulation—correct pronunciation—tracing words to their 'roots—or following out their 'derivatives. Youth derive 'immeasurable benefit, and generally</p>         | <p>Solely.<br/>First principles.<br/>Kinds.<br/>Distinct utterance.</p> |
| <p>25 take much 'delight in using the marginal words in 'composing sentences, paragraphs, and 'essays. The first 3, 5, 10, or 15 words may be 'assigned for a written exercise in geography, chronology, biography, 'history,</p> | <p>Originals.<br/>Variations.<br/>Immense.</p>                          |
| <p>30 —any scientific or 'literary exercise. The words in the margin may be used in 'illustrating the importance of the 'position of words, their 'nice shades of distinction in varying the 'meaning of the same word, and</p>   | <p>Gratification.<br/>Putting together.<br/>Treatises.<br/>Given.</p>   |
| <p>35 in exemplifying that the 'connexion of words in sentences 'conveys to the mind their true 'signification.</p>                                                                                                               | <p>Narration.<br/>Erudition.<br/>Exemplifying<br/>Place.<br/>Exact.</p> |
|                                                                                                                                                                                                                                   | <p>Definition.<br/>Union.<br/>Impart.<br/>Meaning.</p>                  |

What word is understood after *some*, in the 17th line? What is the meaning of *in* placed before a word, as *immeasurable*, in the 24th line? or, *immoral*, *imperfect*, *immovable*, &c.? Why does not *in* have the same meaning before *prove* as *improve*, *impart*, &c.? What is the difference between a *sentence*, a *paragraph*, an *essay*, and a *treatise*? What is the meaning of *Grammar*, *Geography*, *Chronology*, *Biography*, and *History*? Illustrate the difference between *scientific* and *literary*. Do you think there are any *two words* that have precisely the same meaning? What, then, do we mean when we say words are *synonymous*? What is the nominative case to *conveys*, in the 36th line?

## LESSON VI.

|                                                                                                                                                                                                                               |                                                               |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------|
| THE pupils may 'sometimes be allowed to correct the 'errors made in pause, tone, emphasis, &c. It may be well, at first, to 'permit the easiest answers to the 'questions:                                                    | Occasionally.<br>Mistakes.<br>Allow.<br>Propositions.         |
| 5 there should, however, be constant 'progression, and every 'opportunity improved to interest and incite the 'sentient faculties, and elicit more than 'simple affirmative or negative 'answers. This plan will effectually  | Advance-ment.<br>Chance.<br>Mental.<br>Mere.<br>Replies.      |
| 10 secure the 'attention, and impart energy and accuracy of 'expression. The reading lessons should 'invariably be studied, and the principles and 'emotions of the author comprehended. <i>The plan</i> it may be 'expedient | Mind.<br>Utterance.<br>Always.<br>Feelings.<br>Requisite.     |
| 15 to adopt should be mildly but 'perseveringly followed, so that every word shall be 'comprehended, and improvement 'accompany the 'enunciation of every sentence. This system will soon 'inspire the class with en-         | Steadily.<br>Understood.<br>Attend.<br>Utterance.<br>Animate. |
| 20 thusiasm and delight, the 'modulations of the voice and emphasis will be generally 'correct, and their tasks 'performed with ease and 'propriety.                                                                          | Variations.<br>Accurate.<br>Executed.<br>Accuracy.            |

Another, and by far the most 'important Momentous.

The difficult Questions are elucidated in the Appendix.

Illustrate the meaning of *pause*, *tone*, and *emphasis*, in the 2d line. What does &c. mean after *emphasis*? Illustrate the difference between *progression* and *advancement*, in the 5th line. What is *sentient* derived from, in the 7th line? Why would it not be as well to use *excite* in the place of *incite*, in the 7th line? What is the meaning of *in*, placed before words, as, *inspire*, in the 19th line? Can you name some other words in which *in* has the same meaning? Illustrate the difference between *modulation* and *emphasis*, in the 20th line.

|    |                                                       |                     |
|----|-------------------------------------------------------|---------------------|
| 25 | duty devolving upon <i>Educators</i> , is the 'proper | Correct.            |
|    | 'discipline of the moral powers; the neglect of       | Training.           |
|    | this fundamental principle, the want of 'con-         | A sense of justice. |
|    | scientiousness, is the most 'prolific source of       | Fruitful.           |
|    | social evil and political 'corruption. The            | Depravity.          |
| 30 | Creator has 'implanted in every human being           | Ingrafted.          |
|    | a 'sense of right and wrong; and a leading            | Feeling.            |
|    | 'feature of this work is to arouse and call into      | Characteristic.     |
|    | active exercise this 'faculty. It is of the utmost    | Endowment.          |
|    | 'moment, that the young rely not upon others,         | Importance.         |
| 35 | but become themselves the principal 'agents;          | Actors.             |
|    | their minds may come into 'intense action             | Unremitted.         |
|    | and be 'vastly benefited by it; there is not          | Infinitely.         |
|    | the slightest danger of 'monotony or over-            | Sameness.           |
|    | exertion. In youth the 'senses are keenly             | Ideas.              |
| 40 | awake to right and wrong, and 'impressions            | Influences.         |
|    | are certain and 'indelible; but in maturity           | Permanent.          |
|    | neither human law, nor even the 'instructions         | Admonitions.        |
|    | of the pulpit have the 'power of making               | Ability.            |
|    | patriotic, 'religious, or wise citizens. The          | Pious.              |

Illustrate the meaning of *moral powers*, in the 26th line. The expression "*instructions of the pulpit*," in the 42d line. What is a *metonymy*? Illustrate its meaning. What is the most important part of one's education? What is the purest source of all morality? Shall we be more useful while living, and happier when we come to die, if we follow *this unerring law*? If all did by others, as, in similar circumstances, they would like to be done by, what do you suppose would be the result? If one commits a crime, can he, under any circumstances, escape punishment? Is there any power that watches over us, knows and holds us responsible, not only for every wrong thing we *say* and *do*, but for every evil thought? Is it, then, a good or a bad plan for us to reflect upon what we *say*, *do*, and *think*? When we have done wrong, what ought *we to do*? Is there any one living but sometimes does wrong? What is the difference, then, between the good and the bad? What *unerring standard* will enable us to attain the utmost *usefulness* and *enjoyment* while living—the *happiest death*, and secure to our souls *eternal felicity*?



45 clergyman meets 'vice in its full growth and power, but the teacher, taking it in 'embryo, may easily 'prevent its existence.

Wickedness.  
An unformed state.  
Hinder.

Do we know when we shall die? Do the young as well as the old die? How do you think all ought to live?

## LESSON VII.

IN 'asking questions, the teacher should constantly 'endeavor to elicit the pupil's own 'thoughts, as, What do you think? What is your 'opinion of the action, person, or 5 'subject under consideration? Is it our duty? Is it right? or wrong? Or any other 'way that will 'interest the pupils, and bring into 'active exercise not only *the memory*, but also *the 'attention, reflection, comparison,* 10 *judgment*, and all the attributes of the mind. It will, at first, require some 'exertion on the part of 'educators to carry out the above 'hints and suggestions; they may occasionally meet with 'opposition for not teaching 15 'superficially more—for deviating from the usages of predecessors, and other 'futile objections; but, after 'awhile, when the result of their instruction is 'manifest, they will generally receive unlimited 'praise, with

Propounding.  
Aim.  
Views.  
Idea.  
Matter.  
Manner.  
Engage.  
Vigorous.  
Vigilance.  
Discrimination.  
Pains.  
Those who train the young.  
Intimations.  
Resistance.  
Imperfectly.  
Trifling.  
A short time.  
Evident.  
Commendation.

The difficult Questions are elucidated in the Appendix.

How many simple sentences are there in the first ten lines? Illustrate the meaning of *subject*, in the 5th line. How many sentences can you name in which *subject* will have a different meaning? Illustrate the meaning of *educators*, in the 12th line. What is the meaning of *un* prefixed to *limited*, in the 19th line? Can you illustrate the meaning of *un* with any other words?



|    |                                                                                                                                                                                                                                 |                                                                                 |
|----|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------|
| 20 | what is worth more than 'gold, or even honor and fame among men, the 'approbation of their own 'conscience.                                                                                                                     | Wealth.<br>Sanction.<br>Moral sense.                                            |
|    | Educators cannot too 'carefully impress upon the 'young that all do not derive equal                                                                                                                                            | Scrupulously<br>Learners.                                                       |
| 25 | 'benefit from the same book—that the usefulness of reading 'depends not so much on the 'number of books read, as upon their 'judicious selection, and the thoroughness with which they are read and understood. 'More-          | Profit.<br>Relies.<br>Variety.<br>Proper.                                       |
| 30 | over, that which is printed, like 'what is said, may 'sometimes be untrue. Many books should be 'shunned as the deadly upas, even if 'one had an abundance of time to read them. From the perusal of 'immoral                   | Furthermore<br>That which.<br>Occasionally.<br>Avoided.<br>A person.<br>Wicked. |
| 35 | books, thousands, in the 'morning of life, with the brightest earthly 'prospects before them, have been insidiously allured to 'irretrievable ruin. And among the 'innumerable school-books of our country, there may 'pos-     | Prime.<br>Advantages.<br>Hopeless.<br>Numberless.                               |
| 40 | sibly be danger that some may 'fascinate and please the young, while they 'engender indolent habits, 'create only a taste for light reading, and 'enervate the mind. Let, then, this volume, though it presents no 'fascinating | Perhaps.<br>Beguile.<br>Produce.<br>Form.<br>Weaken.                            |
| 45 | and alluring 'title to the <i>young lady</i> and <i>young gentleman</i> , receive due 'attention from <i>those who are responsible for their 'proper</i>                                                                        | Captivating.<br>Name.<br>Consideration.<br>Suitable.                            |

What is the meaning of "*more than gold*," in the 20th line? What is the meaning of *all*, in the 24th line? To what does *they* refer, in the 29th line? What is the meaning of *deadly upas*, in the 32d line? What is the meaning of *them*, in the 34th line? What is the meaning of *those*, in the 47th line?

|                                                                                                         |                                |
|---------------------------------------------------------------------------------------------------------|--------------------------------|
| instruction. Let it be 'remembered, that it contains the <i>principles of all that 'renders</i>         | Borne in<br>mind.<br>Makes.    |
| 50 <i>life desirable, and home 'sacred. Equality of rights—the trial by jury—the 'safety of pro-</i>    | Holy.<br>Security.             |
| <i>perty—political 'freedom—the greatness of the nation—and the 'inestimable privileges</i>             | Liberty.<br>Invaluable.        |
| <i>of the Christian, are 'entirely dependent on</i>                                                     | Wholly.<br>Dissemina-<br>tion. |
| 55 the general 'diffusion and inculcation of moral and 'political science, and the <i>correct</i>       | Civil.<br>Causes.              |
| <i>understanding of the 'reasons and the true principles of our national 'compact; these</i>            | Union.<br>Upholding.           |
| <i>are indispensable in 'sustaining our republi-</i>                                                    | Necessary.<br>Spotless.        |
| 60 can institutions, and 'requisite in order to transmit in 'unsullied purity the <i>noblest of all</i> | Works.                         |
| <i>human 'productions, the AMERICAN CONSTITU-</i>                                                       |                                |
| TION.                                                                                                   |                                |

What country do you suppose has the best government? Who is it that sustains our government? Illustrate the advantages that the United States have over all other governments. What is meant by Republican Institutions, in the 59th line? What is meant by American Constitution, in the 62d line? Why do you think it important that the Constitution of the United States should be understood by all? What do you think would be the consequence if the Constitution should be destroyed? What insures to a nation prosperity, happiness and power? What do you think the greatest privileges any citizen can enjoy? What is it that guaranties our religious freedom?

### LESSON VIII.

|                                                                                            |                                   |
|--------------------------------------------------------------------------------------------|-----------------------------------|
| It is in early 'life that we form principles of action that 'generally govern all our sub- | Existence.<br>Usually.            |
| sequent 'career; the Reading Books studied at school 'contribute greatly to mould the      | Course of ac-<br>tion.<br>Assist. |
| 5 'habits of thought, and make indelible im-                                               | Customs.                          |

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                       |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>pressions on the mind ; they either 'weaken<br/>or strengthen the moral and 'intellectual<br/>'character. The teachers, in their profes-<br/>sion, 'exercise a more extensive and power-<br/>ful influence over the 'destiny of mankind,<br/>than all the other learned professions 'com-<br/>bined ; and, though their 'labors may not, in<br/>the present age, be 'duly appreciated and<br/>rewarded—though it may be the 'lot of the<br/>most 'meritorious to toil obscurely amid<br/>privations, and to 'die in poverty—yet their<br/>'reward is not of earth, but in heaven—they<br/>are the 'instructors of mankind, and have a<br/>loftier, a holier 'duty to perform than to ga-<br/>ther gold, or trifle away the 'invaluable<br/>time of their pupils in monotonous 'parrot-<br/>like exercises ; they have to 'develope and<br/>strengthen all the 'faculties of the immortal<br/>mind. Let the 'plan of rigid moral and in-<br/>tellectual training be carried out by 'educa-<br/>tors, and the school-room will 'never become<br/>a place of 'aversion, causing a permanent<br/>dislike for books and intellectual 'enjoyment,<br/>but a 'desire will be incited in mental culture<br/>for the sake of 'knowledge. The young<br/>will be inspired with 'commendable zeal and<br/>enthusiasm, for the 'critical niceties and<br/>beauties of our own 'language, and, after a</p> | <p>Euervate.<br/>Mental.<br/>Reputation.<br/>Wield.<br/>Lot.<br/>United.<br/>Exertions.<br/>Properly.<br/>Fate.<br/>Deserving.<br/>Expire.<br/>Recompense.<br/>Teachers.<br/>Obligation.<br/>Precious.<br/>Unintellectual<br/>Unfold.<br/>Endowments<br/>System.<br/>Those who instruct.<br/>At no time.<br/>Dread.<br/>Delight.<br/>Wish.<br/>Learning.<br/>Praiseworthy<br/>Accurate<br/>Idiom.</p> |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

The difficult Questions are elucidated in the Appendix.

To what does *they*, in the 6th line, refer ? Who is meant by *their*, in the 12th line ? What does the *dash*, between rewarded and though, in the 14th line, denote ? Does the *dash* always have the same meaning ?



|                                                  |                   |
|--------------------------------------------------|-------------------|
| suitable knowledge of their 'vernacular          | Native.           |
| 35 tongue is obtained, they will 'covet pure     | Desire earnestly. |
| refreshment from European and 'Oriental          | Eastern.          |
| literature, and a 'zest for knowledge will be    | Thirst.           |
| acquired, 'totally unknown to those who          | Entirely.         |
| use books of a light and 'trifling character ;   | Unimportant       |
| 40 the teacher's 'calling will, indeed, be ardu- | Avocation.        |
| ous, but in the highest 'degree delightful and   | Extent.           |
| attractive—the 'youthful mind will be im-        | Young.            |
| bued with an unquenchable 'thirst for know-      | Desire.           |
| ledge. The 'time will then soon come when        | Period.           |
| 45 every voter and 'juror can read and write,    | Juryman.          |
| and the intellectual 'insignia of Freeman        | Sign.             |
| will 'eventually be stamped on the brow of       | Ultimately.       |
| every American 'citizen.                         | Inhabitant.       |

What do you suppose the author means by *European literature*? Would not the expression Greek and Latin languages have conveyed his meaning as well? What do you suppose he means by *Oriental literature*? Would not oriental languages have conveyed his meaning as well in this case, inasmuch as the oriental languages are not divided into ancient and modern? What is the expression "*pure refreshment*" called? Illustrate the meaning of the author? Can you compose some sentences, and use *any expression* figuratively? Which do you think the best plan, to read understandingly a little, or to read inattentively through many books? What influence do you suppose inattentive habits, formed at school, will be likely to exert over us in after life? Can you name, in this lesson, a *simple sentence*, a *compound sentence*, and a *paragraph*. What is the meaning of the last two sentences in this lesson? How many white persons, over 21 years of age, in the United States, could neither read nor write, according to the census of 1840? Was the enumeration of the census probably much smaller than the real number? What is probably now the number of white persons over 21 years of age that can neither read nor write, in the United States? Can you give any reasons why every voter, and every juryman, in our country should both read understandingly and write? If property, life, the stability and perpetuity of our republican institutions, and the cause of Christianity, depend on the general diffusion of learning and morality, what ought each one of us to do? Do we live under a Christian government?



## LESSON IX.\*

|                                                                                                                                                |                  |
|------------------------------------------------------------------------------------------------------------------------------------------------|------------------|
| † (§1.) POLITICAL 'SCIENCE is an exceedingly interesting and 'important study, and justly                                                      | Knowledge.       |
| 'claims the attention, both of the young and of the old; it 'expands and strengthens the                                                       | Useful.          |
| 5 mind—'increases our knowledge of human 'nature—enables us to judge of the actions of                                                         | Demands.         |
| men, and understand the 'system of govern-ment 'under which we live. (§2.) No Ameri-                                                           | Enlarges.        |
| 10 can citizen can 'creditably perform the duties incumbent on him, without a 'knowledge of                                                    | Adds to.         |
| the nature of political 'power. The Consti-tution of the United States is the most 'com-                                                       | Character.       |
| plex yet perfect system of human 'policy ever established, and combines alike the 'ex-                                                         | Plan.            |
| 15 cellencies of all the 'illustrious States of an-cient and modern 'times. (§3.) It is, therefore, 'necessary for every citizen to know some- | Subject to.      |
|                                                                                                                                                | Honorably.       |
|                                                                                                                                                | Acquaint-ance.   |
|                                                                                                                                                | Authority.       |
|                                                                                                                                                | Intricate.       |
|                                                                                                                                                | Government.      |
|                                                                                                                                                | Good quali-ties. |
|                                                                                                                                                | Famous.          |
|                                                                                                                                                | Eras.            |
|                                                                                                                                                | Useful.          |

The difficult Questions are elucidated in the Appendix.

(§ 1.) 1. What is the meaning of "*both of the young and of the old*," in the 3d line? 2. What conjunction usually follows *both*? 3. Can you give an example in which *both* is substituted for a noun? (§ 2.) 4. When you substitute *acquaintance* for *knowledge*, in the 10th line, why do you change *a* to *an*? 5. In what country do you think the people the happiest and most powerful at the present time? 6. What do you think is the only guarantee of the perpetuity of liberty and the happiness of communities? 7. Can you name some of the causes which led to the settlement of this country? 8. What do you think has contributed to make the people of the United States so prosperous and happy? (§ 3.) 9. Why is the study of political science interesting

\* Lesson IX. is the beginning of the main subject of this work. To meet the convenience of different *Teachers*, who must necessarily have classes of varied attainments, the lessons are generally divided into 10 or 12 sections, each of which usually contains from 8 to 12 lines. It will be borne in mind, that these sections are merely arbitrary divisions, and not paragraphs. According to this arrangement, *Teachers* may, with the utmost ease, vary the lessons they wish to assign. For some classes, one section may be enough for a task; others may take 2-3-4-5-6 sections, or it may be, even a whole lesson, for a single exercise. The answers to the questions are often not found in the Lesson, and are intended *to stimulate the pupils to industrious habits out of school—to develop thoroughly the mental and moral powers—to train properly the young for the momentous duties and responsibilities that await them in the future.*

+ *Teachers* will perceive that each section of questions is intended to correspond to its numbered section in the context.

thing of the 'origin and progress of political science, its nature and 'necessity; to under-  
 20 stand the causes and 'circumstances which have 'contributed to found States and Em-  
 pires; the means by which they 'acquired honor and 'renown; the reasons of their  
 real happiness and 'grandeur; and the true  
 25 causes of their degeneracy and 'ruin.

(§ 4.) Government is 'a science of the most exalted character, and can only be 'learned by study. It 'combines reason, morality, and wisdom, and 'approximates to the attri-  
 30 butes of Divine power. In 'treating, there-  
 fore, of the Constitution of the 'United States, and the 'duties of citizens, it seems proper to commence with the 'origin and progress of 'government.

(§ 5.) ORIGIN OF GOVERNMENT.

35 IT is the nature of each 'order of created beings to take 'pleasure in one another's company: the beasts of the 'forest, and

Rise.  
 Need.  
 Incidents.  
 Helped.  
 Attained.  
 Fame.  
 Splendor.  
 Destruction.  
 \*One.  
 Acquired.  
 Unites.  
 Approaches.  
 Discoursing.  
 Confederacy.  
 Obligations.  
 Beginning.  
 Political power.

Class.  
 Enjoyment.  
 Wilderness.

and useful to all? 10. Why is it necessary for every one to know something of the nature of political power? 11. What is the difference between ancient and modern times? 12. Can you name some of the most famous nations of antiquity? 13. Illustrate the difference between *ruin*, in the 25th line, and *destruction*. (§ 4.) 14. Can you illustrate the meaning of *government*, in the 26th line? 15. How many simple sentences can you name in each of which *government* shall have a different meaning? 16. Why is the science of government a subject of much importance? 17. In what country is it necessary for every one to understand the principles of government? 18. Why do you suppose it is more necessary for people to be enlightened *under* a republican than *under* a despotic government? 19. Ought *all* the people in every country to be educated? 20. Why do you suppose, in treating of the Constitution of the United States, it is proper to begin with the *origin* and *progress* of government? • What do

|                                                  |                              |
|--------------------------------------------------|------------------------------|
| the birds of the air, herd and 'flock together;  | Collect.                     |
| but the 'power is given to the human race        | Ability.                     |
| 40 alone, to 'look through the vista of past and | See.                         |
| future time—to derive 'wisdom from the           | Knowledge.                   |
| Creator of all, and enjoy the 'inestimable       | Invaluable.                  |
| blessings of 'rational government. (§ 6.) The    | Reasonable.                  |
| history of the people of 'Israel is the only one | Jacob.                       |
| 45 that carries on a continued 'narration from   | Story.                       |
| the 'beginning of the world without any          | Origin.                      |
| 'interruption, and even with this, there are     | Disturbance.                 |
| occasionally chronological 'difficulties; yet    | Impediments                  |
| these are of minor importance, 'compared         | Contrasted.                  |
| 50 with the universal 'obscurity and uncertainty | Mystery.                     |
| which pertain to the 'annals of all other na-    | Histories.                   |
| tions. (§ 7.) The Mosaic 'history, contained     | Account.                     |
| in the first seven chapters of 'Genesis, is the  | The first book of the Bible. |
| only reliable 'account of the world before       | Narration.                   |
| 55 the 'deluge. Moses has related only those     | Flood.                       |
| 'momentous events which it was necessary         | Weighty.                     |
| for man to know; all minor 'details, which       | Explanations                 |

you think is the difference between *a* and *one*? (§ 5.) 21. What is the meaning of *all*, in the 42d line? 22. What do you think is the nature of each order of created beings? 23. Can you name *any created beings*, besides the birds and the beasts, that take pleasure in each other's company? 24. Can you name some of the advantages the *human race* has over *all other orders* of created beings? 25. Can you assign any reason why *forest*, in the 37th line, is used instead of *forests*, inasmuch as there are many forests in the world, and the author is speaking in general terms? (§ 6.) 26. What is the meaning of *one*, in the 44th line? 27. Can you tell why Jacob was called Israel? 28. In how many simple sentences can you use *story*, in the 45th line, so that the word shall in each case convey a different meaning? 29. What is understood after *this*, in the 47th line? 30. What is the meaning of *chronological*, in the 48th line? 31. What does *these* refer to, in the 49th line? (§ 7.) 32. Give an account of the eventful life of Moses. 33. Can you give an account of the flood? 34. Do you suppose they had any printed books in the time of Moses? 35. How do you suppose this account of Moses was originally recorded?



|                                                    |                |
|----------------------------------------------------|----------------|
| would be exceedingly interesting and 'grati-       | Pleasing.      |
| fying to us, have been 'omitted. (§ 8.) We are,    | Neglected.     |
| 60 however, led to 'infer from this history, that  | Conclude.      |
| the origin of government arose from 'pater-        | Fatherly.      |
| nal authority, and is nearly 'coeval with the      | Of equal age.  |
| creation. We are 'informed that the first          | Told.          |
| man 'lived 930 years; that his children and        | Existed.       |
| 65 their 'descendants generally attained a similar | Offspring.     |
| 'longevity. (§ 9.) This great length of human      | Length of life |
| life would, in a few 'centuries, have filled the   | Hundreds of    |
| earth with a 'dense population; and it would       | years.         |
| certainly have been natural for all to 'reve-      | Thick.         |
| 70 rence the authority of their common 'progeni-   | Regard.        |
| tor, who probably 'received much knowledge         | Ancestor.      |
| by 'inspiration, and retained a greater amount     | Obtained.      |
| of 'virtue and wisdom than any of his cotem-       | Divine influ-  |
| poraries. Moreover, it is reasonable to 'sup-      | ence.          |
| 75 pose, that the one who stood 'preeminent in     | Moral good-    |
| experience and years would be 'sovereign of        | ness.          |
| those in his 'vicinity. (§ 10.) The duties of      | Conceive.      |
| 'rulers and of parents are in many respects        | Excellent      |
| nearly 'allied; both are bound by the holiest      | above          |
|                                                    | others.        |
|                                                    | Ruler.         |
|                                                    | Neighbor-      |
|                                                    | hood.          |
|                                                    | Governors.     |
|                                                    | Connected.     |

36. Why do you suppose we have not a more detailed account of the world before the flood? (§ 8.) 37. Whence do you suppose government originated? 38. Assign all the reasons you can for this conclusion? 39. Who was the *first* man? 40. What can you say of *his* extraordinary career. (§ 9.) 41. What does *all* mean, in the 69th line? 42. Can you name some of the *different* parts of speech in the margin? 43. \*Which of the *marginal* exercises affords you the greatest facility in composing simple sentences? 44. Who do you suppose is meant by *ancestor*, in the 70th† line? 45. How do you suppose *his attainments* in virtue and wisdom *compared with* his cotemporaries? (§ 10.) 46. In what respects are the duties of *rulers* and of *parents* similar? 47. Who do you suppose, among rulers, *merits most*

\* Intended to exercise the discriminating powers.

† The line in the margin is always used as synonymous with the one in the context.



|    |                                                                                                                                                                                                                                    |                                    |
|----|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------|
| 80 | ties to promote the happiness of those 'committed to their 'charge—both are entitled to respect and obedience; and the most 'enviable and exalted title any ruler can 'acquire is "the father of his 'country." (§ 11.) For-       | Entrusted.                         |
|    |                                                                                                                                                                                                                                    | Care.                              |
|    |                                                                                                                                                                                                                                    | Desirable.                         |
|    |                                                                                                                                                                                                                                    | Receive.                           |
|    |                                                                                                                                                                                                                                    | Native land.                       |
| 85 | merly, fathers exercised an 'absolute sway over their families and considered it 'lawful to 'deprive even their children of life; and this 'custom is still sanctioned by many savage tribes, and 'prevails in the oldest and most | Unlimited.                         |
|    |                                                                                                                                                                                                                                    | Right.                             |
|    |                                                                                                                                                                                                                                    | Dispossess.                        |
|    |                                                                                                                                                                                                                                    | Usage.                             |
|    |                                                                                                                                                                                                                                    | Predominates.                      |
| 90 | populous 'empire in the world.* How thankful ought we to be, who are alike 'exempt from 'despotism and unrestrained liberty; and enjoy the 'inestimable blessings of a 'republican government, and the heavenly                    | Region including several countries |
|    |                                                                                                                                                                                                                                    | Free.                              |
|    |                                                                                                                                                                                                                                    | Arbitrary rule.                    |
|    |                                                                                                                                                                                                                                    | Priceless.                         |
|    |                                                                                                                                                                                                                                    | Representative.                    |
| 95 | 'influence of the Christian religion.                                                                                                                                                                                              | Power.                             |

the gratitude of mankind? 48. Who, among *all* the innumerable hosts that have ever lived, do you suppose deserves most our gratitude and veneration? 49. What is *enviable*, in the 82d line, derived from, and is it generally used in a good or a bad sense? 50. Can you name any word that may convey *one meaning* in one sentence, and directly its *opposite* in another? 51. What is the difference between the meaning of *acquire* and *receive*, in the 83d line? (§ 11.) 52. Name, in this lesson, a simple sentence—53. A compound sentence—54. A paragraph. 55. Can you name any revolting custom that formerly prevailed, and is sanctioned by the unenlightened at the present day? 56. Name *some* of the peculiarities, advantages, and blessings resulting from Christianity. 57. What is the *oldest* and *most populous* empire in the world? 58. How many times larger, in population, is *China* than the *United States*? 59. What nation do you suppose is the most powerful? 60. In which do you suppose the people the happiest? 61. Can you name any peculiarities in the natural productions, works of art, language, literature, &c., of *China*? 62. How do you suppose the *power* of the Emperor of *China* compares with *that of* the President of the *United States*? 63. In which country would you rather live? 64. Why? 65. What invaluable privilege and unfailing source of happiness have the *people* of our country that the *Chinese* do not enjoy?

\* A prominent feature of this work is to excite investigation, thought, reflection, and reason; Teachers and Parents should, therefore, afford all possible facilities in encouraging the young to read out of school, and give extended narrations of all the knowledge thus industriously obtained.

LESSON X.

(§ 1.) Between the laws in 'christendom, however, and the 'regulations of a family, there are several 'material differences; the latter are of a more 'limited character—  
5 when children arrive at 'age, they are as free as their parents—but citizens are 'always under the control of the 'laws of their country.

(§ 2.) Governments may and often do 'inflict 'capital punishment, but no parent is ever  
10 allowed to exercise this 'prerogative—the law speaks with authority, and 'commands—the parent admonishes, 'entreats or advises—the child, in his 'turn, may become a parent—but it does not 'consequently follow that  
15 the parent may exercise the 'functions of government.

(§ 3.) The first 'governments, like the first arts and 'sciences, were exceedingly imperfect. The 'patriarchs often ruled with des-  
20 potic 'sway, yet they were not able to impart harmony and 'happiness even among those who were 'affiliated to them by the tenderest

Regions inhabit-  
ed by Christians

Rules.

Very import-  
ant.

Restricted.

Twenty-one  
years.

At all times.

Regulations.

Impose.

A punishment  
that takes away  
life.

Peculiar au-  
thority.

Orders.

Persuades.

Vicissitude.

Accordingly.

Powers.

Polity.

Systems of  
polity.

Collections of  
leading truths  
relating to any  
subject.

Ancient fathers  
of mankind.

Power.

Felicity.

Bound.

The difficult Questions are elucidated in the Appendix.

(§ 1.) 1. In what sense was *christendom* formerly used? 2. What are some of the differences between national and family government? 3. Wherein consists the propriety of assigning a fixed age as minority? (§ 2.) 4. What is meant by *capital punishment*? 5. What is the design of punishment? 6. Is there any other way of inducing a compliance with rectitude? 7. What is the proper treatment of incorrigible offenders? (§ 3.) 8. Why were the earliest systems of government defective? 9. Has experience the effect to improve polity? 10. Can you tell the condition of the first laws, arts, and sciences, and name some of the improvements that have been made in each? 11. What is understood by despotic power? 12. In what grade of

|    |                                                                                                                                                                                                                                  |                                           |
|----|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------|
|    | ties; 'discord and murder entered the family of the first ruler of the human 'race. (§ 4.)                                                                                                                                       | Contention.                               |
| 25 | Want of proper order and 'government among the families of mankind increased till 'licentiousness and 'depravity prevailed to so great an extent, that from the vast 'multitudes of the earth only eight 'righteous persons were | Family.                                   |
| 30 | to be found 'worthy of preservation, when the 'vengeance of heaven was kindled at the 'frenzied disorders of men, and the ALMIGHTY, who governs with the 'utmost harmony and regularity the boundless 'universe, deter-          | Discipline.                               |
| 35 | mined to 'destroy the whole dense population of the earth with an 'universal deluge. (§ 5.) Hence it appears that an 'abiding sense of the 'omniscience and 'omnipresence† of God, and personal accountability to him for all    | Unrestrained liberty.                     |
| 40 | that each one 'does, says, and even thinks, is necessary to secure 'undying grandeur; and                                                                                                                                        | Destitution of holiness.                  |
|    |                                                                                                                                                                                                                                  | Population.                               |
|    |                                                                                                                                                                                                                                  | Pious.                                    |
|    |                                                                                                                                                                                                                                  | Deserving.                                |
|    |                                                                                                                                                                                                                                  | Retribution.                              |
|    |                                                                                                                                                                                                                                  | Maddening.                                |
|    |                                                                                                                                                                                                                                  | Greatest.                                 |
|    |                                                                                                                                                                                                                                  | System of created worlds.                 |
|    |                                                                                                                                                                                                                                  | Extirpate.                                |
|    |                                                                                                                                                                                                                                  | Overwhelming.                             |
|    |                                                                                                                                                                                                                                  | Permanent.*                               |
|    |                                                                                                                                                                                                                                  | Power of knowing all things at once.      |
|    |                                                                                                                                                                                                                                  | Presence in every place at the same time. |
|    |                                                                                                                                                                                                                                  | Performs.                                 |
|    |                                                                                                                                                                                                                                  | Immortal.                                 |

society can despotic power be exercised? (§ 4.) 13. Under what circumstances are licentiousness and depravity most likely to prevail? 14. Do you think of any appalling desolation that the Almighty sent upon the earth, on account of the lawless spirit and wickedness of its inhabitants? 15. Why does the author use *boundless* before *universe*, in the 34th line? 16. Can you give some idea of the extent of the universe? 17. Which is the easiest to define, the extent of the universe, the commencement of time, or the duration of eternity? 18. What should these things teach us? 19. How does human life and all earthly happiness compare with the duration and joys of eternity? 20. Had the earth probably become very populous before the flood? 21. What cause could have accumulated so numerous a population in the comparative infancy of the earth? (§ 5.) \* When you substitute *permanent* for *abiding*, in the 37th line, why do you alter *an* to *a*? 22. How are you pleased with the study in which you are now engaged? 23. Do you consider it important? 24. Who do you think will be the legislators and governors in our country 40, 50, 60 or 70 years hence? 25. Should you ever be a legislator, a judge, or a governor, what is it ne-

† The figures 2, 3, 4, &c., before words, refer to words similarly marked in the margin.



|                                                    |                         |
|----------------------------------------------------|-------------------------|
| this 'immutable truth should be indelibly          | Unchangeable.           |
| 'engraven alike on the hearts of rulers and        | Impressed.              |
| the 'ruled—by this sense, the former can           | Governed.               |
| 45 alone 'attain the pinnacle of earthly fame      | Reach.                  |
| and have their names 'transmitted in grate-        | Handed down.            |
| ful remembrance to 'posterity—from it both         | Succeeding generations. |
| the former and the latter can alone 'secure        | Make certain            |
| temporal comfort and 'everlasting happiness.       | Eternal.                |
| 50 (§ 6.) The world has been 'created nearly       | Made.                   |
| six thousand years, yet, for want of 'order        | Method.                 |
| and suitable government, individuals, 'tribes,     | Races.                  |
| and 'nations have been to each other the great-    | Communities             |
| est 'scourge; and even at the present day, of      | Punishment.             |
| 55 the 'estimated nine hundred millions of the hu- | Computed.               |
| man 'race that now inhabit the globe, how          | Family.                 |
| few are in the enjoyment of wise 'laws and         | Regulations.            |
| salutary 'government!                              | Control.                |
| (§ 7.) Immediately after the flood, the 'Lord      | Supreme Be-<br>ing.     |
| 60 blessed Noah and his sons and 'commanded        | Ordered.                |
| them to "replenish the earth," which 'de-          | Signified.              |
| noted that they should be divided into 'sepa-      | Distinct.               |
| rate nations, under 'various governments,          | Several.                |
| and dwell in 'different countries, till every      | Dissimilar.             |

cessary for you constantly to remember? 26. Should you forget this, what would be your future fate among posterity—and before what *infallible tribunal* will you have to appear and answer for your conduct? 27. After we die, where must we all appear and for what purpose? 28. What effect should this consideration produce on youth? 29. What on men? (§ 6.) 30. What is the reputed age of the earth? 31. What its present population? 32. How is that population politically divided? 33. What has been the nature of their respective intercourse? 34. Does this intercourse resemble that between the respective States of the American confederacy? (§ 7.) 35. Illustrate the difference between *denoted* and *signified*, in the 61st line—36. *separate* and *distinct*, in the 62d line—37. *various* and *several*, in the 63d line—38. *different* and *dissimilar*, in the 64th line. 39. What was the



|    |                                               |                             |
|----|-----------------------------------------------|-----------------------------|
| 65 | part of the earth was 'reinhabited. Up-       | Inhabited<br>anew.          |
|    | wards of one hundred years after the 'flood,  | Inundation.                 |
|    | the descendants of Noah, under the 'com-      | Control.                    |
|    | mand, 'doubtless, of Nimrod, "journeyed       | Without<br>doubt.           |
|    | from the east, and 'settled on a plain in the | Fixed their<br>habitations. |
| 70 | land of Shinar." (§ 8.) They rapidly 'in-     | Augmented.                  |
|    | creased in number, but, 'regardless of the    | Neglectful.                 |
|    | commands of the Almighty, they 'determined    | Resolved.                   |
|    | to have but one government—to 'remain one     | Continue.                   |
|    | nation—and 'formed a plan "to build a city,   | Devised.                    |
| 75 | and a 'tower whose top would reach unto       | Lofly fortress              |
|    | heaven." Thus, among other 'purposes, the     | Uses.                       |
|    | tower would be a 'beacon to guide the inha-   | Sign.                       |
|    | bitants back to the city when they had 'wan-  | Strayed.                    |
|    | dered to a great distance in 'search of the   | Quest.                      |
| 80 | 'necessaries of life; it would be a centre of | Requisites.                 |
|    | union, and they would thereby not be 'disu-   | Divided.                    |
|    | nited and 'scattered abroad upon the face of  | Dispersed.                  |

*exact number* of years after the flood, when *the people* commenced building the Tower of Babel, and why do you suppose the term "upwards of 100 years" should be used in the 65th line? 40. Can you tell *where* it is recorded that the Lord blessed Noah and his sons? 41. Can you tell who Nimrod was, and why do you suppose it without doubt that the hordes that "journeyed from the east" were under Nimrod's command? 42. As Noah was living at this time, what reason can you assign why *he* had not the command instead of *Nimrod*? 43. What leads us to infer that the hordes that "journeyed from the east and settled on a plain in Shinar" did *not* include *all* the inhabitants of the earth? 44. Can you tell where the *land* of Shinar was? (§ 8.) 45. What is the difference between *disunited* and *divided*, in the 81st line? 46. Why do you suppose the people did *not* intend the tower as a place of refuge in case of another flood? 47. What do you suppose were some of the objects of the tower? 48. What *name* was given to the tower? 49. What was the *meaning* of the name? 50. What do you suppose were some of the reasons why the people wished to have but *one* government? 51. How did the Lord countenance this plan of having *one grand ruler* of all mankind? 52. What effect has increasing the *territory* and *population* of a country *on the power* of rulers? 53. Does the *more power* rulers possess generally

the whole 'earth. (§9.) It appears, moreover, that they sought their own 'glory, and wished  
85 to obtain 'adoration and fame among posterity. Yet it is 'remarkable that of all that ambitious 'host not a single name is mentioned by any 'historian.

We may here 'derive a most instructive  
90 lesson on the 'vanity of all earthly fame, and weakness and 'folly of man when not guided by the 'unerring precepts of heaven. (§10.) The 'whole race at that time spoke the same language: 'Jehovah, who gave to man speech,  
95 by a 'miracle dissolved this powerful bond of union, scattered the different 'tribes, and thus, by 'dividing the languages, divided the governments; 'accordingly, since then, every nation has had a 'language and government  
100 'peculiar to itself. Thus it appears that the 'descendants of Noah, after the confusion of languages, 'occupied a position similar to that of the first 'parents of mankind; and nearly two thousand years after the 'world

Habitable globe.  
Renown.  
Praise.  
Extraordinary.  
Multitude.  
Writer.  
Obtain.  
Pride.  
Irrationality.  
Infallible.  
Entire.  
The Lord.  
Wonder.  
Hordes.  
Separating.  
Therefore.  
Dialect.  
Appropriate.  
Offspring.  
Held.  
Ancestors.  
Earth.

increase or decrease their regard for *the rights* of their subjects and their morals and piety? (§9.) 54. In how many simple sentences can you use the word *host*, in the 87th line, so that in each case it shall convey a different meaning? 55. Can you use it so that in *one* sentence it shall convey a meaning directly the *opposite* of what it does in the *other*? 56. Can you name any Republic that has a *Christian* government? 57. Can you mention any powerful nation that once adopted a republican government, and *rejected* Christianity? 58. What has been the fate of every nation that has *not* been governed by Christian laws? (§10.) 59. Do you know whether learned men have thought the term *confusion of languages* might bear another construction? 60. What reasons can you assign that seem to *prove* beyond doubt that the opinion generally received is correct? 61. What was the *exact number* of years, according to the most accredited authorities, after the creation, that the confusion of languages occurred?

105 had been created, we find society 'resolved  
to nearly its 'primitive state, and govern-  
ment in its infancy. (§ 11.) The 'post-diluvians  
had, however, 'retained some important fea-  
tures of the Divine 'statutes, and, after centu-  
110 ries of 'experience, trials, and sufferings, we  
find mankind governed by those 'rules and  
precepts which derive their 'origin from sen-  
timents of 'equity and justice, engraven on  
the human heart by the 'invisible hand of  
115 'Providence.

Reduced.  
First.  
Persons liv-  
ing since the  
flood.  
Kept.  
Laws.  
Tests.  
Maxims.  
First exist-  
ence.  
Rectitude.  
Unseen.  
Divine guid-  
ance.

62. What natural monuments go to prove, *independent* of revelation, that the Lord intended that there should be many governments? (§ 11.) 63. Do the natural divisions of the earth into *separate* continents, islands, &c., seem to indicate that the Almighty intended *one* nation to have absolute sway? 64. What reasons can you assign why it would *not* be well to have a republican president govern the whole world? 65. What has heretofore been *the fate* of republics that have attempted universal dominion? 66. Is our *own republic* the most powerful that has ever existed? 67. What do you suppose *contri- butes most* to the happiness of man?

## LESSON XI.

(§ 1). It appears evident, that the first 'go-  
vernments were not the result of 'delibera-  
tions. The 'usages of the patriarchs, estab-  
lished without the 'sanction of legislative  
5 'assemblies, gradually became the first laws  
among mankind: consequently, these 'cus-  
toms were the origin of all the 'political

Systems of  
polity.  
Mutual discus-  
sions and exa-  
minations.  
Customs.  
Support.  
Parliaments.  
Usages.  
National.

The difficult Questions are elucidated in the Appendix.

(§ 1.) 1. What do you think *ought to be* the object of every government? 2. Mention some of the advantages likely to result from *legislative* deliberation. 3. Under what governments do you



|                                                       |                    |
|-------------------------------------------------------|--------------------|
| regulations that have either 'depressed or            | Degraded.          |
| 'ameliorated the condition of the human race          | Made better.       |
| 10 in all 'succeeding ages. (§ 2.) In the differ-     | Following.         |
| ent societies that were 'formed after the con-        | Organized.         |
| fusion of tongues, and the 'dispersion of "the        | Separation.        |
| people," at the building of the Tower of 'Ba-         | Confusion.         |
| bel, were persons noted for ' <i>physical power</i> , | Superior strength. |
| 15 skill, and 'bravery. Those who enjoyed             | Courage.           |
| these 'blessings soon acquired public confi-          | Advantages.        |
| dence and admiration. Hence the 'utility of           | Benefit.           |
| their services, and the favorable 'opinion of         | Sentiment.         |
| men, enabled them gradually to acquire 'do-           | Supreme au-        |
| 20 minion. (§ 3.) The 'records of all nations         | thority.           |
| prove that the first rulers owed their 'ascend-       | Authentic          |
| ancy to the 'services they had rendered so-           | memorials.         |
| ciety, or to military 'prowess. Nimrod was            | Superiority.       |
| the 'founder of the first empire of which we          | Benefits.          |
| 25 have any 'authentic account; and we are in-        | Valor.             |
| formed by the 'sacred historian that he was           | Establisher.       |
| amighty hunter, and are led to 'infer that the        | Reliable.          |
| people were often with him, that they 'gra-           | Divine.            |
| dually put themselves 'under his authority,           | Conclude.          |
| 30 and, in 'process of time, he conquered na-         | By degrees.        |
| tions, increased his power, and 'founded the          | Subject to.        |
|                                                       | Progressive        |
|                                                       | course.            |
|                                                       | Established.       |

think a majority of the people enjoys the most happiness? (§ 2.) 4. Do you suppose there were any distinguished personages at the building of the Tower of Babel? 5. Who do you suppose of those Babel-builders acquired dominion? 6. Do you think of any endowments that are requisite for every ruler to possess in rendering service to the community? 7. What is of the utmost consequence that all should possess? 8. May every one possess this inestimable blessing? (§ 3.) 9. What sort of men have generally been the first rulers of nations? 10. Who was the founder of the first empire of which we have any authentic account? 11. Who informs us what this man was, and what he became? 12. Illustrate the meaning of *Sacred His-*



Babylonian, or Assyrian 'empire, for he became a "'mighty one in the earth."

(§ 4.) It is a 'remarkable, but irrefutable  
 35 'fact, that the first human governments were  
 of a 'despotic character; yet they were  
 'baneful in their operation, and signally failed  
 in securing either the order, 'harmony, prosper-  
 ity, or 'tranquillity of individuals—peace  
 40 between tribes and nations, or the 'perma-  
 nent power and 'magnificence of empires.  
 The 'deleterious influences of the arbi-  
 trary will and 'unbridled passions of rulers,  
 the 'usurpation of human rights by petty  
 45 chiefs and mighty 'monarchs, affected all  
 classes, and universal 'contamination and  
 'depravity prevailed. (§ 5.) Herodotus, who  
 is styled the father of 'profane history, in-  
 forms us that the Medes, after having 'rejected

Realm.  
 Powerful.  
 Extraordi-  
 nary.\*  
 Truth.  
 Absolute.\*  
 Ruinous.  
 Concord.  
 Freedom from  
 trouble.  
 Lasting.  
 Grandeur.  
 Destructive.  
 Licentious.  
 Unlawful  
 seizing.  
 Sovereign.  
 Pollution  
 Wickedness.  
 Secular.  
 Shaken off.

tory. (§ 4.) 13. \*In substituting *extraordinary* for *remarkable*, and *absolute* for *despotic*, why do you change *a* to *an*? 14. What was the character of the first *human* laws? 15. What was their result in relation to *individuals*—16. *tribes* and *nations*—17. and *empires*? 18. Do you suppose people generally look to *their rulers for examples* to imitate? 19. Do you suppose evil rulers tend to make good people wicked? 20. If rulers *usurp*, or *steal*, or *rob*, or *get intoxicated*, what are their subjects likely to do? 21. What would be the tendency of *righteous rulers* on a *vicious* or *corrupt* people? 22. Do you suppose people would be likely to become *wicked* or *corrupt*, if they always had *pious rulers*? 23. Do you think *any one* can commit a crime and escape punishment? 24. Is it *wise* or *foolish*, then, to do wrong? 25. Is it the mark of a *great* or a *little* mind to do wrong? 26. Can you mention *any authority* from the BIBLE that has reference to this subject? 27. Who do you think are the happiest in this life, *those* that do wrong, or *those* that *strive* to do right? 28. Who do you think stand the best chance of being happy in the life to come, *those* that are indolent and vicious, or *those* that are industrious and *strive* to be good? (§ 5.) 29. What is *history*? 30. Who is styled *the father of profane history*? 31. What is *profane history*? 32. Can you give any account of the nature and power of the Assyrian or

50 the *'Assyrian yoke*, were some time without any form of government, and *'anarchy* prevailed and subjected them to the most *'horrible* excesses and *'disorders*. It was at length *'resolved* by them, that, in order to avoid their *'direful* calamities, they would elect a king; and Dejoces, a man of *'consummate* prudence and skill, was *'unanimously* *'elected*.

(§ 6.) In the *'primitive* ages crowns were often elective, and those were *'selected* who were either capable of *'dispensing* justice to their subjects, or of *'commanding* them in time of war. The *'dominions* of the first monarchs were of small *'extent*. In the early ages, every city had its king. *'Sacred* and *'profane* historians alike bear testimony to the narrow bounds of *'ancient* kingdoms, and the valor and even excellent *'traits* of their rulers. Joshua defeated thirty-one kings; and Adonibezek *'owned* that in his

Tyranny of the Assyrians  
Intestine broils.  
Fearful.  
Tumults.  
Determined.  
Woeful.  
Complete.  
Without dissent.  
Selected.  
Pristine.  
Chosen.  
Distributing.  
Directing.  
Territories.  
Limit.  
Holy.  
Secular.  
Primitive.  
Qualities.  
Overthrew.  
Confessed.

Babylonian empire? 33. What do you suppose contributed to the overthrow of the Assyrian empire? 34. What was the character of the government of the Medes after they had shaken off the tyranny of the Assyrians? 35. Why do you suppose their government did not continue a democracy? (§ 6.) 36. From whom did sovereigns in the primitive ages derive their power to govern? 37. If sovereigns sometimes derived their power to govern from the Lord, what name ought to be given such government? 38. Can you name any remarkable texts in scripture to prove that the Lord did not approve of kingly government? 39. What do you suppose was the earliest kind of government? 40. What was the *first kind of human* government? 41. What was the *second kind of human* government? 42. What were formerly considered requisites in a king? 43. Do you suppose modern kings are the most learned and virtuous people in the nations they respectively govern? 44. What are your reasons for this opinion? 45. Were monarchies formerly extensive? 46. What reasons can you

|                                                    |                      |
|----------------------------------------------------|----------------------|
| wars he had destroyed " <i>three score and ten</i> | Seventy.             |
| kings." (§ 7.) Egypt was 'originally divided       | Primarily.           |
| into several states. The different 'provinces      | Dominions.           |
| that compose the present 'empires of China         | Regions.             |
| 75 and Japan, formed 'anciently as many distinct   | Of old.              |
| 'sovereignties. A few families assembled in        | Dominions.           |
| one neighborhood composed all the 'subjects        | Vassals.             |
| of many of the first 'monarchs. Africa, a          | Kings.               |
| 'part of Asia, and the Indian tribes of our        | Portion.             |
| 80 own 'continent, present us with samples         | Hemisphere.          |
| similar in many 'respects to the primitive         | Particulars.         |
| 'monarchies.                                       | Kingdoms.            |
| (§ 8.) But the 'ambition of monarchs—the           | Inordinate grasping. |
| desire to 'transmit to their posterity their       | Hand down.           |
| 85 power and their 'fame, as well as their pro-    | Renown.              |
| perty, among other causes 'induced them to         | Influenced.          |
| usurp the rights 'delegated to man by his          | Intrusted.           |

assign for this opinion? (§ 7.) 47. What was formerly the political condition of Egypt? 48. What other sources prove that monarchies were not originally extensive? 49. Do you suppose crowns are still elective? 50. What is your reason for this opinion? 51. What countries, at the present day, are in some respects similar to the primitive monarchies? 52. What remarkable fact, independent of revelation, proves the existence of God, and of our souls after our bodies turn to dust? (§ 8.) 53. What is the principle which induces us to desire to transmit our possessions to our particular heirs? 54. What is your opinion about the justice and propriety of the law of inheritance? 55. Why do you suppose the law of inheritance ought not to apply to power and office, as well as to property? 56. Wherever it has so applied, what has been the uniform result? 57. Do you suppose human nature is the same now that it always has been? 58. What are your reasons for this opinion? 59. Do you suppose there is no danger that the rulers of a republic will ever abuse authority entrusted to them? 60. What are your reasons for this opinion? 61. If a farmer hires a man to work, or a merchant employs a clerk, or a mechanic an apprentice, and the employed, in either case, abuse the trust confided to him, what is usually done? 62. Who are the employed, the rulers or the people? 63. What ought to be done, when rulers abuse the trust confided to them? 64. Why do you suppose a



|                                                                                                     |                                    |
|-----------------------------------------------------------------------------------------------------|------------------------------------|
| creator ; 'accordingly all history shows, that<br>as the 'power of the ruler has been increased     | Consequently<br>Authority.         |
| 90 the rights of the 'ruled have been disregarded.                                                  | Subjects.                          |
| (§ 9.) Hence, the 'mightiest empires of the<br>'earth, the Babylonian, the Assyrian, the            | Most power-<br>ful.<br>World.      |
| Egyptian, and the Chinese 'monarchies, and<br>those of later 'ages, as they increased in            | Empires.<br>Times.                 |
| 95 'territory and population, became hereditary ;<br>but the highest 'dazzling power ever pos-      | Area.<br>Brilliant.                |
| sessed by any 'monarch, the renown of the<br>mightiest 'armies that have ever been led to           | Potentate.<br>Hosts,               |
| the field of 'slaughter, have exhibited alike                                                       | Butchery.                          |
| 100 the 'insensibility, the degradation, the hope-<br>less misery of the 'mass of the subjects, and | Stupidity.<br>Body.                |
| the 'fatuity, the wretchedness of their rulers.<br>Without the light of Divine 'revelation, what    | Imbecility.<br>Communica-<br>tion. |
| stronger 'proof need be adduced to demon-                                                           | Evidence.<br>Want.                 |
| 105 strate to all the absolute 'necessity of inte-<br>grity and 'piety, than the total ruin of all  | Duty to God.<br>Old.               |
| 'ancient empires and republics, whose sur-<br>passing power and 'magnificence would be              | Grandeur.<br>Falsehood.            |
| deemed a 'fable were it not that their crum-<br>bling 'monuments still attest that they existed.    | Relics.                            |

people that can neither read nor write *cannot* tell when authority is abused ? (§ 9.) 65. What effect has absolute power always produced on rulers ? 66. Their subjects ? 67. What rendered the Babylonian, Assyrian empires, &c., unable to cope with other nations ? 68. How many lives do you suppose have been sacrificed to gratify the vanity or ambition of a few men clothed with authority ? 69. How much treasure ? 70. What incalculable good do you suppose might be accomplished with the treasure, the talent, and the lives that have been wasted in war ? 71. Do you suppose it is pleasing to the Almighty Ruler of the universe to have discord and contention among men ? 72. What has Christ, through whose atonement alone we can be saved, commanded ? 73. Do you suppose the time will come when wars will cease ? 74. What does the *Bible* say about this subject ?



## LESSON XII.

|                                                                    |                                       |
|--------------------------------------------------------------------|---------------------------------------|
| <p>(§ 1.) AMONG the earliest 'laws instituted,</p>                 | Statutes.                             |
| <p>was, undoubtedly, the 'establishment of the</p>                 | Institution.                          |
| <p>'regulations concerning property—the pun-</p>                   | Rules.                                |
| <p>ishment of crimes—the ceremonies of 'mar-</p>                   | Matrimony.                            |
| <p>5 riage. These 'usages, which experience has</p>                | Customs.                              |
| <p>proved to be indispensable to the '<i>well-being</i></p>        | Happiness.                            |
| <p>of mankind, were coeval with the first 'form</p>                | System.                               |
| <p>of human government. (§ 2.) We 'find, in</p>                    | Learn.                                |
| <p>the early ages, that the 'penal laws were</p>                   | Punishing.                            |
| <p>10 extremely 'severe. By the code of Moses,</p>                 | Rigorous.                             |
| <p>'blasphemy, idolatry, profanation of the sab-</p>               | Irreverence to-ward Jehovah.          |
| <p>bath, 'witchcraft, and many other crimes,</p>                   | Sorcery.                              |
| <p>were punished with death. Yet it is 'remark-</p>                | Eminently worthy of note.             |
| <p>able, that the laws of Moses were 'exceed-</p>                  | Transcendently.                       |
| <p>15 ingly tender of all the '<i>irrational creation</i>, and</p> | Created beings not possessing reason. |
| <p>that these same laws have 'received the ap-</p>                 | Obtained.                             |
| <p>probation of the wise and good of all 'suc-</p>                 | Following.                            |
| <p>ceeding ages—they are the 'basis of the</p>                     | Foundation.                           |

The difficult Questions are elucidated in the Appendix.

(§ 1.) 1. Name *some* of the earliest laws instituted. 2. Have people ever *deviated* from these usages? 3. What are your reasons for this opinion? 4. Do you suppose these usages were *designed* or *sanctioned* by the Creator? 5. What are your *reasons* for this opinion? 6. Can you name *a few* instances where men in the most exalted human stations, possessing unlimited power, have been *signally abased* for deviating from these primitive laws? 7. Were the *primitive laws* lenient? 8. What are your *reasons* for this opinion? (§ 2.) 9. What is the meaning of *sabbath*, in the 11th line? 10. When was the sabbath *first observed* as a day of rest? 11. Do you think it a *good* or a *bad* plan to loiter away one's time on the sabbath? 12. Assign your reasons for this opinion. 13. Can you name any nation that has attained either durable happiness or power, that *profaned* the sabbath? 14. How do *our laws* compare with *those* of the primitive ages? 15. What reasons can you assign why *ours* may with safety be more lenient? 16. How do the laws of Moses compare with all other laws? 17. Where are the laws

|                                                            |                         |
|------------------------------------------------------------|-------------------------|
| laws of our country, and have 'remained                    | Continued.              |
| 20 unaltered, stood the 'test of the most pro-             | Scrutiny.               |
| found 'criticism, and received the <sup>2</sup> veneration | Animadver-              |
| of nations for upwards of three thousand                   | sion.                   |
| years. (§ 3.) In every age, the more 'im-                  | <sup>2</sup> Reverence. |
| portant 'business of society, such as pur-                 | Weighty.                |
| 25 chases, sales, marriages, 'sentences of judges,         | Affairs.                |
| the 'claims of citizens, &c., have had a                   | Judicial deci-          |
| certain degree of 'notoriety, in order to                  | sions.                  |
| secure their execution and 'validity. Hence                | Titles.                 |
| certain 'forms have been established for                   | Publicity.              |
| 30 drawing 'deeds, certain persons authorized              | Justness.               |
| to receive them, and public 'places appro-                 | Prescribed              |
| propriated to preserve them; for the 'welfare              | modes.                  |
| of society depends upon the 'sacredness of                 | Contracts.              |
| the 'engagements of its members.                           | Apartments.             |
| 35 (§ 4.) In the primitive 'ages, the art of               | Prosperity.             |
| writing was not 'practised; consequently all               | Inviolable-             |
| 'contracts and deeds were verbal; yet it was               | ness.                   |
|                                                            | Mutual pro-             |
|                                                            | misises.                |
|                                                            | Eras.                   |
|                                                            | Exercised.              |
|                                                            | Bargains.               |

of Moses found? 18. Have our laws any similarity to those of Moses? 19. What is your reason for this opinion? 20. Why do you suppose the laws of Moses were so perfect? (§ 3.) 21. Illustrate the meaning of *im* before *portant*, in the 23d line. 22. What does *ty*, ending words, denote, as *society*, in the 24th line? 23. What is *im*, and also *ty*, called? 24. Why are they so called? 25. What is the meaning of the affix *ty*, in *notoriety*, in the 27th line? 26. What is the meaning of *ty*, in *validity*, in the 28th line? 27. Why do you suppose the line is always named in which the *prefixes* and *affixes* are used? 28. Does *ty* affixed to words always have the same meaning? 29. Is *ty* ever used as a prefix? 30. Why is it *not* a prefix in the word *tyrant*? 31. With what words are *prefixes* and *affixes* used? 32. In how many simple sentences can you use the words *notoriety*, *validity*, *forms*, *drawing*, *sacredness*, *engagements*, and *deeds*, in the 27th, 28th, 29th, 30th, 33d, and 34th lines, so that in each case they shall convey a different meaning? 33. From what is *sacredness* derived, in the 33d line? 34. Is there any thing peculiar in its meaning? 35. What is your reason for this opinion? (§ 4.) 36. What is the meaning of *con*, placed before words, as *consequently*, in the 36th line, and *con*-

|                                                                                       |                       |
|---------------------------------------------------------------------------------------|-----------------------|
| necessary to have them 'acknowledged and authenticated; hence, all 'proceedings in    | Publicly re-cognized. |
| 40 'transferring property were held in public, and before 'witnesses. The same method | Transactions          |
| was 'adopted in dispensing justice among                                              | Conveying.            |
| the 'people; and the gates of cities were                                             | Deponents.            |
| usually 'resorted to for these purposes. (§ 5.)                                       | Chosen.               |
| 45 Though the 'primitive inhabitants were not                                         | Citizens.             |
| skilled in the 'art of writing, yet they had                                          | Repaired.             |
| adopted several 'expedients to supply its place;                                      | Original.             |
| the most rational plan was to 'compose their                                          | Profession.           |
| laws, histories, &c., in 'verse, and sing them;                                       | Devices.              |
| 50 thus were the first 'laws of states and em-                                        | Form.                 |
| pires 'transmitted to posterity. It has been                                          | Poetry.               |
| 'found, in all ages, that it is not enough that                                       | Statutes.             |
|                                                                                       | Handed down.          |
|                                                                                       | Discovered.           |

*tracts*, 37th line? 37. \*What is *con* called when placed before words? 38. \*Why is it so called? 39. \*Name some other syllables used in the same way. 40. Illustrate the meaning of *con* with some other words. 41. What is meant by *deeds*, in the 37th line? 42. What were *verbal deeds*? 43. How are *deeds* and *contracts* at the present day authenticated? 44. What is the difference between *requisite* and *necessary*, in the 38th line? 45. What do you understand by *gates of cities*, in the 43d line? 46. Why do you suppose we have no gates to cities in the United States? 47. Can you name any modern cities that have gates? (§ 5.) 48. What conjunction follows *though*, in the 45th line? 49. Why does this conjunction usually follow *though*, and what is it called? 50. What is the meaning of *in* before habitants, in the 45th line? 51. Why does not *in* have the same meaning before *human*, as *inhuman*? 52. As the ancients had not the art of writing, how did they record sentiments and events? 53. Can you name any specimens of history transmitted in verse? 54. Wherein are the functions of modern government essentially different from those of the ancients? 55. To what does *its* refer, in the 47th line? 56. What is the meaning of *com*, before *pose*, in the 48th line? 57. What is the difference between *verse* and *poetry*, in the 49th line? 58. What is the meaning of *trans*, before *mitted*, in the 51st line? 59. Illustrate its meaning with some other words. 60. Why do you suppose the primitive inhabitants were not skilled in the art of writing?

\* The Teacher will bear in mind, that these questions, with all others of an intricate character, are to be omitted when the pupils are not advanced.



|                                                    |               |
|----------------------------------------------------|---------------|
| laws exist; it is 'requisite to provide for        | Essential.    |
| their 'execution; and as the early patriarchs      | Performance   |
| 55 'presided over* their families, and settled the | Superin-      |
| 'disputes that naturally arose among their         | tended.       |
| children, so the first monarchs 'distributed       | Controver-    |
| justice in person among their 'subjects.           | sies.         |
| (§ 6.) It appears that the earliest 'rulers        | Allotted.     |
| 60 exercised the station of both 'magistrate and   | Inferiors.    |
| priest. We are informed that Moses, 'op-           | Governors.    |
| pressed with the multiplicity of 'affairs, chose   | Judge.        |
| a certain number of wise men to 'dispense          | Overbur-      |
| justice among the people; these judges 'de-        | dened.        |
| 65 cided all matters of small 'importance; but     | Business.     |
| their decisions were 'subject to the 'supervi-     | Administer.   |
| sion and reversion of Moses. The adminis-          | Settled.      |
| 70 tration of 'justice was, in the early ages, ge- | Weight.       |
| nerally given to the 'priests, who determined      | Liable.       |
| all 'disputes, and inflicted such punishment       | 2Review.      |
| as they 'deemed necessary.                         | Equity.       |
| (§ 7.) 'Probably the earliest, and certainly       | Spiritual di- |
| the most important regulation 'in reference        | rectors.      |
|                                                    | Contests.     |
|                                                    | Thought.      |
|                                                    | Likely.       |
|                                                    | Relating.     |

61. Who is the first writer mentioned in authentic history? (§ 6.) 62. What is the difference between a magistrate and a priest? 63. What is the meaning of *in* before *formed*, in the 61st line? 64. Illustrate the meaning of *in* with some other words. 65. What is the meaning of *in* before *flicted*, in the 70th line? 66. What meaning does *im*, *in*, and *il* always have when prefixed to verbs? 67. Illustrate their meaning by examples. 68. What meaning does *im*, *in*, *ig*, *ir*, *ne*, *dis*, and *ill* have when placed before adjectives? 69. Are there any *exceptions* to this rule? 70. Illustrate *their* meaning by examples. 71. What *offices* did the earliest rulers fill? 72. Do you suppose *one* man is competent to fill so many offices? 73. Does it require more than erudition and talent to fill *any* of them? 74. *Who* were generally appointed, in the primitive ages, to dispense justice?

\* The teacher will perceive that the definitions or synonyms of two or more words are sometimes given in the margin, in which case they are printed in italics.



|                                                                                            |                                                                                                    |
|--------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------|
| to property, was 'assigning and securing                                                   | Allotting.                                                                                         |
| 75 to each family a certain 'portion of land ;                                             | Piece.                                                                                             |
| this was the first step towards 'civilization,                                             | The state of being refined in manners from primitive grossness, and improved in arts and learning. |
| for among all savages lands are common ;                                                   | Limits.                                                                                            |
| they have no 'boundaries, no land-marks ;                                                  | Support.                                                                                           |
| every one seeks his 'subsistence where he                                                  | Condition.                                                                                         |
| 80 may see fit : but in the civilized 'state it is                                         | Separate.                                                                                          |
| necessary to 'distinguish land, and adopt                                                  | Individual.                                                                                        |
| such rules as will secure to each 'member                                                  | Profit.                                                                                            |
| the 'benefit of his labor ; so that he who                                                 | Prospect.                                                                                          |
| sows may have a reasonable 'expectation of                                                 | Reward.                                                                                            |
| 85 reaping and enjoying the 'profits of his skill                                          | Diligence.                                                                                         |
| and 'industry. The rights of all ought to                                                  | Warranted.                                                                                         |
| be 'guarantied, so that no one can seize the                                               | Proceeds.                                                                                          |
| 'profits of another's labor. (§ 8.) Laws were                                              | Enacted.                                                                                           |
| early 'established, not only to regulate the                                               | Real estate.                                                                                       |
| 90 division of 'land, but also to guard against                                            | Occupation without right                                                                           |
| and prevent 'usurpation. With a view to                                                    | Covetous.                                                                                          |
| curb the grasping desires of 'avaricious and                                               | Reciprocally.                                                                                      |
| tyrannizing oppressors, and to protect 'mutually the rights of all, we 'find that the ear- | Learn.                                                                                             |
| 95 liest laws 'required every person to fix the                                            | Demanded.                                                                                          |
| boundaries of his 'possessions by land-marks.                                              | Property.                                                                                          |

(§ 7.) 75. What was probably the *first* and *most important* regulation in reference to property? 76. What is the meaning of *step*, in the 76th line? 77. Why does not *step* have the same meaning before *father*? 78. Illustrate some of the different meanings of *step* in sentences. 79. How are lands held among *all savages*? 80. How do *savages* obtain their support? 81. What *regulations* are observed among all civilized nations? 82. Why do you suppose it necessary to have *such rules*? (§ 8.) 83. Why were *other laws* established besides those that regulate the division of land? 84. Do you suppose *reason* or *revelation* sanctions the ownership of a *whole state* by *one*, or *two*, *three*, *four*, or *five* men? 85. Assign some reasons why it would not be well for a few men to own *all* the land in a whole nation? 86. What did the ancient laws require *all* persons to do? 87. What were *all* ex-

|     |                                                                                                                                                                                                                               |                      |
|-----|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------|
|     | Moses 'expressly forbids the Israelites from removing the ancient 'boundaries of lands; and in the days of Job, those who 'removed                                                                                            | In direct terms.     |
|     | these marks were 'ranked among the worst of mankind. 'Profane history informs us of the importance attached to this most 'salutary regulation. 'Homer speaks of it as a custom of the highest 'antiquity. Virgil re-          | Limits.              |
| 100 | fers it to the age of Jupiter, which 'appears with him to mean the 'beginning of time.                                                                                                                                        | Displaced.           |
|     | (§ 9.) 'Agriculture first gave rise to property in 'lands; but this property must change after the death of the 'owner, and it                                                                                                | Classed.             |
| 105 | is 'reasonable to suppose that after cultivating the 'land for years, men would become strongly attached to it, and desire to 'transmit its 'enjoyment to those bound to them by the 'holiest ties. Furthermore, the peace of | Secular.             |
|     | society required that some 'permanent regulation should be 'established in reference to                                                                                                                                       | Advantageous.        |
|     |                                                                                                                                                                                                                               | The father of poets. |
|     |                                                                                                                                                                                                                               | Age.                 |
|     |                                                                                                                                                                                                                               | Seems.               |
|     |                                                                                                                                                                                                                               | Commencement.        |
|     |                                                                                                                                                                                                                               | Husbandry.           |
|     |                                                                                                                                                                                                                               | Real estate.         |
|     |                                                                                                                                                                                                                               | Proprietor.          |
| 110 |                                                                                                                                                                                                                               | Rational.            |
|     |                                                                                                                                                                                                                               | Ground.              |
|     |                                                                                                                                                                                                                               | Convey.              |
|     |                                                                                                                                                                                                                               | Possession.          |
|     |                                                                                                                                                                                                                               | Purest.              |
| 115 |                                                                                                                                                                                                                               | Durable.             |
|     |                                                                                                                                                                                                                               | Settled.             |

pressly prohibited from doing? 88. How are *lands* measured? 89. If *land-marks* are removed, have people of the present age any means of knowing where *they* stood? 90. What nation first used *surveying*? 91. What *character* separates *land-marks*, in the 96th line? 92. Should you ever use *this character* in composing letters, or in *any other* writing? 93. Why do you think it important to notice the *different* pauses and characters used in *the books* we read? 94. Will you elucidate the meaning of the use of the *hyphen* by a few examples? 95. What *marks* are meant in the 100th line? 96. Do you know what the opinion of many learned men is respecting *Homer* and *his* writings? 97. Who was *Virgil*? (§ 9.) 98. What first gave rise to *property* in lands? 99. Why do you suppose men would naturally desire to transmit *their property* to their posterity? 100. What do you suppose has produced many *inventions* and *laws*? 101. Why do you suppose the peace of society required *permanent* regulations in reference to property of deceased persons? 102. What is the difference between the meanings of *peace* and *tranquillity*, in the 114th line? 103. What

|     |                                                |                       |
|-----|------------------------------------------------|-----------------------|
|     | the property of deceased persons. 'Neces-      | Need.                 |
|     | sity, which is said to be the "mother of 'in-  | Discoveries.          |
|     | ventions" as well as of laws, 'required some   | Demanded.             |
| 120 | permanent regulations in reference to 'inhe-   | Patrimonies.          |
|     | ritances, and also the power of making 'de-    | Wills.                |
|     | vises. Hence, 'property in lands was the       | Ownership.            |
|     | origin of 'rights and jurisprudence, which     | Claims.               |
|     | 'compose the most important part of the        | Constitute.           |
| 125 | whole civil 'code. (§ 10.) Civil laws, like    | Book of laws          |
|     | governments, were at first very 'imperfect;    | Defective.            |
|     | 'jurisprudence was not formed into any regu-   | The science of right. |
|     | lar system till after the 'lapse of centuries. | Passing away          |
|     | No one ruler or lawgiver, 'unaided by Di-      | Unassisted.           |
| 130 | vine 'inspiration, could foresee all events;   | Infusion.             |
|     | unlooked-for 'occurrences gave occasion for    | Incidents.            |
|     | the 'establishment of most of the laws that    | Enactment.            |
|     | now 'govern civilized society. Old regula-     | Regulate.             |
|     | tions have consequently been either 'extended, | Enlarged.             |
| 135 | reformed, or 'repealed, in proportion to the   | Revoked.              |
|     | 'ingenuity and industry of man in extending    | Acuteness.            |
|     | 'commerce—discovering the natural wealth       | Trade.                |
|     | of the earth—the 'multiplicity of inventions   | Variety.              |
|     | —the wonderful 'improvements in the arts—      | Progress.             |

is the meaning of *civil code*, in the 125th line? 104. What is the difference between *necessity* and *need*—105. *inventions* and *discoveries*—106. *permanent* and *fixed*—107. *inheritances* and *patrimonies*—108. *devises* and *wills*—109. *property* and *ownership*—110. *rights* and *claims*—111. *compose* and *constitute*—112. *code* and *book of laws*, on the 117th, 118th, 120th, 121st, 122d, 123d, 124th, and 125th lines respectively? (§ 10.) 113. What is the meaning of *un* prefixed to *aided*, in the 129th line? 114. What meaning has *un* prefixed to words? 115. What were *civil laws* at first? 116. Can any ruler or body of legislators, however wise, foresee *all* events? 117. What gave rise to *most* of the laws in force among civilized nations? 118. What has happened to *old* regulations? 119. What has caused this great difference between many of the *ancient* and *modern* laws? 120. Who is meant by the



|                                                                                                                   |            |
|-------------------------------------------------------------------------------------------------------------------|------------|
| 140 sciences—letters—and, above all, the 'promulgation of the 'ameliorating doctrines of the 'Saviour of mankind. | Diffusion. |
|                                                                                                                   | Improving. |
|                                                                                                                   | Redeemer.  |

*Saviour* of mankind in the 142d line? 121. Where do we find *his precepts*? 122. What do you suppose would be the result if *all lived* according to the *doctrine* taught by JESUS CHRIST?

### LESSON XIII.

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |              |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------|
| (§ 1). WE see by reference to the 'unerring page of history, that laws of some 'kind have 'always governed the whole human race. 'Civilized societies have their extensive and 'complicated systems of jurisprudence. 'Semi-barbarous states yield to the 'commands of a king, or some other despotic ruler; and even savages obey their chief, 'endure the rules which the 'customs of their tribes 'prescribe, or obey the obvious and indisputable laws of 'right and the voice of nature, which 'alarm the soul with excruciating 'remorse whenever justice is disre- | Infallible.  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Sort.        |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Ever.        |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Cultivated.  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Intricate.   |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Half savage. |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Orders.      |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Abide by.    |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Usages.      |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Ordain.      |
| 10                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Justice.     |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Frightens.   |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Agony.       |

(§ 1.) 1. What do you suppose is meant by *infallible* page of history, in the 1st line? 2. What is the difference between *unerring* and *infallible*? 3. What is the meaning of *societies*, in the 4th line? 4. What part of speech is it? 5. What number? 6. What do nouns ending in *ty* always denote? 7. How do they always form their plural? 8. What is the meaning of *states*, in the 6th line? 9. Do you know what meaning *semi* has before *barbarous*, in the 6th line? 10. Do you suppose it always has this meaning? 11. What is your reason for this opinion? 12. Illustrate the meaning of *semi* with some other words. 13. What is the meaning of *pre* before *scribe*, in the 10th line? 14. Does it always have the same power when used as a *prefix*? 15. Illustrate its meaning with some other words. (§ 2.) 16. Do you sup-

\* When pupils give either a simple affirmative or negative answer, it is always well to require their reasons, inasmuch as *yes* or *no* may be indifferently given without either thought or reflection.



|                                                   |                      |
|---------------------------------------------------|----------------------|
| garded. (§ 2.) Law 'pervades the universe ;       | Is diffused through. |
| 15 no created being is 'exempt from its protect-  | Free.                |
| ing care—nor can any one ever 'deviate            | Turn aside.          |
| from its 'salutary influence with impunity.       | Wholesome.           |
| Even in 'societies possessing the greatest        | Communities          |
| blessings, each individual is 'restricted to cer- | Restrained within.   |
| 20 tain 'limitations in his intercourse with      | Bounds.              |
| others, and 'invested with rights which ex-       | Clothed.             |
| tend alike to all, and which cannot be 'in-       | Violated.            |
| tringed without 'endangering the security         | Putting in hazard.   |
| and happiness of every 'member, who is an         | Citizen.             |
| 25 'integral part of the community.               | Component.           |
| (§ 3.) If each and every one possessed 'suffi-    | Adequate.            |
| cient knowledge, and a 'disposition to do what    | Desire.              |
| was 'strictly just—to give to all their due—      | Rigorously.          |
| to take only what was 'lawful—then, indeed,       | Proper.              |
| 30 there would be no 'need of human restric-      | Want.                |
| tions. But the history of man in all 'ages        | Times.               |
| proves that, either from ignorance, the 'weak-    | Infirmary.           |
| ness of his judgment, or from his natural 'in-    | Propensity.          |

pose there is any place where there is not law? 17. What is the meaning of *being*, in the 15th line? 18. Why would not *beings* be a better word than *being*, in the 15th line, inasmuch as nothing is exempted? 19. If the *wisest* and *best* men are required to observe certain rules, is it unreasonable that *scholars* should scrupulously regard the *rules* of school? 20. Which do you suppose most benefits the pupils, the school with *perfect order*, or the school without *any order*? 21. Do you think each *one* at school should strive to aid the teacher in preserving perfect order? (§ 3.) 22. Do you suppose there might be any condition in which *human law* would not be necessary? 23. What does *all history* prove? 24. *What is necessary* for man's quiet and happiness? 25. What does *reason* and *revelation* alike prove? 26. What is the difference between *disposed* and *inclined*—*strictly* and *rigorously*—*due* and *right*—*need* and *want*—*history* and *account*—*ages* and *periods*—*weakness* and *infirmary*, in the 27th, 28th, 29th, 30th, 31st, and 32d lines respectively? 27. Why do you suppose *man* is used in the 31st line, as it is evident the author meant the *whole human race*? (§ 4.) 28.

|                                                  |                        |
|--------------------------------------------------|------------------------|
| clination to evil, he has been 'prone to go      | Disposed.              |
| 35 astray, and that laws are 'indispensable to   | Necessary.             |
| his 'tranquillity and happiness; and, more-      | Quiet.                 |
| over, reason and revelation alike 'attest that   | Bear witness           |
| man was created for society, and 'intended       | Designed.              |
| by the 'Deity to be subject to that law and      | Creator.               |
| 40 order which the created 'intelligences of     | Spiritual be-<br>ings. |
| heaven 'obey, and that there is no such thing    | Comply with.           |
| as 'natural liberty. (§ 4.) It has often been    | Original.              |
| 'asserted, that man gave up certain natural      | Affirmed.              |
| 'rights when he became a member of civil         | Privileges.            |
| 45 society, but it appears 'evident that such    | Plain.                 |
| was not the 'case; no one ever had the right     | Fact.                  |
| to do as he 'chose, for all were born with       | Liked.                 |
| equal 'rights; and if one had natural liberty,   | Claims.                |
| then all were equally entitled to it. 'Suppose   | Admit.                 |
| 50 all have natural 'liberty, then our property, | Freedom.               |
| yea, our lives, are at the 'disposal of any      | Mercy.                 |
| person who is either able or 'willing to take    | Desirous.              |
| them from us. In our country, every 'in-         | Breach.                |
| fringement of the law is a 'violation alike of   | Transgression.         |
| 55 public and natural liberty, for 'God created  | Jehovah.               |
| man 'subject to law, and that is his natural     | Amenable.              |
| 'state.                                          | Condition.             |

What has often been asserted? 29. Is such the case? 30. What are some of your reasons for this opinion? 31. In how many simple sentences can you use *case*, in the 46th line, so that in each instance it shall convey a different meaning? 32. Is the assertion that "all men were created equal" literally true? 33. What are your reasons for this opinion? 34. If some are born deformed or with sickly constitutions, and others are born perfect and robust, what is the meaning of "*all were born with equal rights*," in the 47th line? 35. What reasons prove that no one has natural liberty? 36. What effect do you suppose it would have in this country if every one violated the laws that appeared unjust? 37. What do you suppose is the natural state

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|--------------------------------------------------------------------------------------------------------|------------------------|
| (§ 5.) The laws of one's 'country may or<br>may not 'protect the natural rights of man                 | State.<br>Guard.       |
| 60 according to 'circumstances or the pecu-<br>liarities of the individual's 'condition; but           | The worldly<br>estate. |
| the law of God is a perpetual 'security<br>against 'oppression, and no liberty has ever                | Mode of be-<br>ing.    |
| existed or can 'exist where the laws of God                                                            | Protection.            |
| 65 are not obeyed; for take away the 'sacred<br>law, and the weaker are 'subject to the                | Tyranny.               |
| stronger, and the 'stronger may, in their turn,<br>become subject to 'combinations of the              | Have being.            |
| weaker. (§ 6.) It may, moreover, be 'ob-                                                               | Divine.                |
| 70 served that liberty does not ' <i>consist in</i> laws<br>of our own 'making; for let us examine the | Liable.                |
| laws of our country, and we shall find most<br>of them were in 'force before we had exist-             | More power-<br>ful.    |
| ence; furthermore, it is 'evident that a large                                                         | Coalitions.            |
| 75 majority of 'people, even of this country,<br>are never 'governed by laws of their own              | Remarkd.               |
| making, though the statutes may be 'enacted                                                            | Depend on.             |
| during their own 'lives.                                                                               | Framing.               |
|                                                                                                        | Confederacy.           |
|                                                                                                        | Operation.             |
|                                                                                                        | Plain.                 |
|                                                                                                        | Citizens.              |
|                                                                                                        | Ruled.                 |
|                                                                                                        | Made.                  |
|                                                                                                        | Existence.             |

of man? (§ 5.) 38. What is the meaning of the expression, "*one's country*," in the 58th line? 39. May the *laws* of one's country operate unequally? 40. What *laws* always operate justly? 41. What would be the condition of society if the principles of the *sacred* law were banished? 42. Do you suppose any nation ever enjoyed true liberty that had not received the aid of Divine revelation? 43. Do you suppose we often enjoy many blessings which are the result of Christianity without being conscious of the true source from whence they flow? (§ 6.) 44. Do you suppose liberty consists in laws of our own making? 45. What are your reasons for this opinion? 46. How long do you suppose most of the laws of this country have been in force? 47. Why are not a majority of the people in this country governed by laws of their own making, even when the laws are made during their lives? 48. What is the difference between *people* and *citizens*—*governed* and *ruled*—*statutes* and *laws*—*enacted* and *made*, in the 75th, 76th, and 77th lines respectively? 49. What words do you consider



|                                                     |                               |
|-----------------------------------------------------|-------------------------------|
| (§ 7.) The 'Congress of the United States           | Legislature.                  |
| 80 consists, (1848,) in 'round numbers, of 291      | Whole.                        |
| members; 31 in the 'senate and 116 in               | Upper house.                  |
| the ' <i>house of representatives</i> make a quorum | Lower house                   |
| for transacting business. Hence it 'appears         | Is evident.                   |
| that a 'bill may pass both houses by a majo-        | Law.                          |
| 85 rity of one vote; 58 would be a 'majority        | Legal num-<br>ber.            |
| in the 'house and 16 in the senate; a               | Hall of repre-<br>sentatives. |
| 'contingency might therefore happen in              | Fortuitous<br>event.          |
| which a bill would 'pass both houses by re-         | Prevail in.                   |
| ceiving 74 votes, and the 'sanction of the          | Approval.                     |
| 90 President would make it a 'law; conse-           | Statute.                      |
| quently, every person in the whole 'union           | Country.                      |
| might be 'governed by a law made by 75              | Ruled.                        |
| 'men; and 217 senators and representatives          | Legislators.                  |
| might be 'opposed to the law made by 75             | Unfavorable.                  |
| 95 men, which would 'govern upwards of              | Rule.                         |
| twenty millions of 'people. On the other            | Citizens.                     |

synonyms, and what definitions, in section 6? (§ 7.) 50. Why is the term *round numbers* used in the 80th line? 51. In the 81st line, it is asserted that the full number is 291 members, can you tell how many there are in the senate, and how many there are in the house of representatives? 52. Can the largest State, with nearly three millions of inhabitants, send more senators than the smallest State, with less than one hundred thousand inhabitants? 53. If you know the number of States and the whole number of members in Congress, can you not tell how many representatives there are? 54. How many make a quorum in the house? 55. How many in the senate? 56. How many may pass a law in the house? 57. How many in the senate? 58. How is it that, in the 85th line, it is said 58 may be a majority, when there are 116 necessary to make a quorum, and 58 is only one-half of 116—why would not 58 be a tie, and not a majority? 59. Could there possibly be a contingency in which 75 men might make a law that would govern upwards of twenty millions of people? 60. If such is the power of law-makers, what ought to be the character of *all* men elected to legislative bodies? 61. What people do you suppose the most likely to discern and elect men of pure principles and patriotic character, an intelligent or an

|     |                                   |
|-----|-----------------------------------|
|     | Highest.                          |
|     | Prohibited.                       |
|     | Sent back.                        |
| 100 | Had origin.                       |
|     | Sanction.                         |
|     | Without a dissenting voice.       |
|     | Legal number to transact business |
|     | Support.                          |
| 105 | Obtain.                           |
|     | Plurality.                        |
|     | Rendered null.                    |
|     | Essential.                        |
|     | Despotic.                         |
| 110 | Opinions.                         |
|     | The prerogative.                  |
|     | Authority.                        |
|     | Upheld.                           |
|     | Delegates.                        |
| 115 | The national assembly.            |
|     | Ultimate.                         |
|     | Contradiction.                    |
|     | Sentiments.                       |
|     | Legislative counsellors.          |
| 120 | Further.                          |

illiterate people? 62. What may *prevent* a bill from becoming a law after it has unanimously passed both houses of congress? 63. What is the meaning of the word *vetoed*, in the 98th line? 64. When a bill is vetoed, to *which* house must it be returned? 65. May a bill, under any circumstances, become a law though the President *veto* (forbid) it? 66. Name some circumstances in which a *contingency* might happen to defeat a bill of vital importance? 67. Can Delaware, with a population of 78,085\* inhabitants, send as many senators to congress as the State of New York, with a population of 2,428,921\* inhabitants? 68. Why is the term *original collective con-*

\*According to the census of 1840, New York has at the present time nearly 3,000,000.

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                  |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>be from the six 'smallest States in the Union, whose original collective 'constituency would be less than one-half that of a single 'senator from the largest State—hence the 'hopes<br/> 125 of upwards of twenty millions may be 'temporarily 'blasted by, it may be, even a good man, though an 'unsuitable President.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | <p>Least populous.<br/> Body of constituents.<br/> Legislator.<br/> Expectations<br/> For a time.<br/> Destroyed.<br/> Unfit.</p>                                                                                                                                                |
| <p>(§ 8.) Again, suppose a 'bill passes unanimously both 'houses of congress, receives<br/> 130 the 'sanction of the President, and becomes a law; 'yet the original constituents of the 'makers of the law would probably be less than one-tenth of the 'people that would be 'governed by the same; and it is undoubtedly<br/> 135 'true, that all the important laws passed by congress, whether for good or for 'evil, have received the 'sanction of less than two hundred votes, and that the 'constituents of these voters have, on '<i>an average</i>, been a<br/> 140 minority of the 'legal voters of the country, to say nothing of those of their 'constituents who were entirely 'opposed to the action of their 'representatives. Thus the laws that govern '<i>upwards of</i> twenty millions of people,</p> | <p>Form of law not enacted.<br/> Branches.<br/> Approval.<br/> Though.<br/> Framers.<br/> Inhabitants.<br/> Ruled.<br/> A fact.<br/> Woe.<br/> Approbation.<br/> Employers.<br/> A mean proportion.<br/> Lawful.<br/> Electors.<br/> Adverse.<br/> Deputies.<br/> More than.</p> |

*stituency* used in the 122d line? "69. What is the difference in the way in which U. S. senators and representatives are elected? (§ 8.) 70. Do important bills generally receive the unanimous concurrence of congress? 71. What are your reasons for this opinion? 72. Do you suppose congress could pass an evil law? 73. What are your reasons for this opinion? 74. What kind of men do you think ought to be elected as legislators? 75. Do you suppose those are generally the best legislators who give the people the most to eat and drink on election days? 76. What men in former republics adopted this practice? 77. Do you suppose there is any danger that men may become candidates for congress with any other object in view than the purest



|     |                                                           |                             |
|-----|-----------------------------------------------------------|-----------------------------|
| 145 | even in this 'country, have been directly                 | Land.                       |
|     | 'framed by about one-twentieth of the popu-               | Made.                       |
|     | lation; it is, indeed, 'an axiom that no one              | A self-evi-                 |
|     | has perfect 'liberty—no people can be go-                 | dent truth.                 |
|     | verned by laws of their own 'making—we                    | Freedom.                    |
|     |                                                           | Constituting.               |
| 150 | are all 'dependent— <sup>2</sup> dependent on our parents | Unable to exist             |
|     | and friends—dependent on our fellow citi-                 | by ourselves.               |
|     | zens—dependent on 'our cotemporaries—de-                  | <sup>3</sup> Subject to the |
|     | pendent on our 'ancestors—dependent on the                | power of.                   |
|     | 'goodness, and protecting care of our Hea-                | Those living at             |
|     | venly Father. (§ 9.) If such are the 'intri-              | the same time.              |
|     | cacies and the imminent dangers of 'dele-                 | Forefathers.                |
|     | gated power in the purest 'republic on which              | Benevolence.                |
| 155 | that all should understand the 'fundamental               | Complexities                |
|     | 'principles of political science—that every               | Deputed.                    |
|     | citizen should 'profit by the sufferings which            | Common-                     |
|     | mankind have 'endured for nearly six thou-                | wealth.                     |
|     | sand years—that the 'ambition of each                     | Necessary.                  |
|     | should be aroused to obtain the 'imper-                   | Essential.                  |
| 160 | ishable wealth of the mind, to 'understand                | Elements.                   |
|     | and 'support the Constitution of the United               | Improve.                    |
|     | States, and transmit in 'unsullied bright-                | Suffered.                   |
|     | ness the 'character of the American name!                 | Ardent desire               |
| 165 | (§ 10.) That all should receive 'impres-                  | Permanent.                  |
|     |                                                           | Comprehend                  |
|     |                                                           | Sustain.                    |
|     |                                                           | Pure.                       |
|     |                                                           | Good quali-                 |
|     |                                                           | ties.                       |
|     |                                                           | Indelible.                  |

patriotism? 78. What is a self-evident truth? 79. How ought each one, then, to perform the trusts committed to his charge? (§ 9.) 80. In whose hands is power originally vested? 81. What is understood by delegated or deputed power? 82. Is *deputize* a correct English word? 83. When power is deputed, has it irrevocably left its grantor? 84. What are some of the sufferings which mankind have so long endured? 85. What is meant by the "wealth of the mind," in the 165th line? 86. Why may the American name be considered bright? 87. What is meant by political science? 88. What is the difference between an art and a science? (§ 10.) 89. What are republics or com-

|     |                                                                                                                                                                                                                                    |                                                                   |
|-----|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------|
| 170 | sive lessons from the fate of former 'republics, which, in their 'day, though far more powerful than ours, have either been 'crushed by military despotism, or rent 'asunder by 'intestine broils—so that not only the arrogant    | Common-wealths.<br>Time.<br>Overwhelmed.<br>Apart.<br>Domestic.   |
| 175 | and preposterous predictions of kings and 'nobles, but those of all the 'literati of Europe, pronouncing 'anarchy and despotism to be the future 'fate of the United States, shall be defeated, and the rapidly 'augmenting number | Peers.<br>Learned men<br>Want of rule.<br>Destiny.<br>Increasing. |
| 180 | of our 'adult population, now probably five millions, who can neither read 'understandingly nor write intelligibly, checked, 'diminished, and finally 'extinguished by the well-directed 'efforts of every American citizen.       | Grown up.<br>Knowingly.<br>Lessened.<br>Eradicated.<br>Exertions. |
| 185 | (§ 11.) Ought not each then to 'weigh properly the 'expediency of disseminating in every part of the republic the 'inestimable blessings of letters, 'fraternal union, and Christian 'sentiment, that <i>our country</i> may       | Consider.<br>Propriety.<br>Invaluable.<br>Brotherly.<br>Feeling.  |
| 190 | be, in all coming time, the 'hallowed ark that preserved in safety the 'rational liberties of mankind, when it became the sole 'depository of human rights, and the 'asylum of the op-                                             | Sacred.<br>Reasonable.<br>Lodgment.<br>Refuge.                    |

monwealths? 90. What republics, in their day, exerted apparently a more extensive influence, and were comparatively more powerful than the United States? 91. Why should we learn lessons from these republics? 92. Why should those lessons be indelibly impressed? 93. What is the probable reason that monarchs and noblemen denounce our government? 94. Name some of the causes which may justly alarm the friends of our government. 95. Are crowned heads interested in promoting disunion in the United States? 96. Are the literati interested in the perpetuity of our institutions? 97. What should be our conduct towards those who differ from us in opinion? 98. What were some of the causes which produced the fall of former

|     |                                                                                                                                                                                                                                                             |                                                                                                         |
|-----|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------|
|     | pressed and trodden-down of <i>'the old world.</i>                                                                                                                                                                                                          | Europe.                                                                                                 |
| 195 | In view of all these impending 'circumstances and 'denunciations, may it not be well for us to use the utmost 'caution and unceasing 'vigilance in regard to the perpetuity of our 'unequalled institutions. (§ 12.)                                        | Facts.<br>Public men-<br>aces.<br>Prudence.<br>Watchful-<br>ness.<br>Unrivalled.                        |
| 200 | Let us justly 'compare the fame of our philosophers, 'legislators, heroes, and their influence on 'cotemporaries, with those that flourished in the 'palmiest days of Greece and Rome—should not the most 'indefatigable exertions be used to 'convey know- | Estimate.<br>Law-makers.<br>Persons existing<br>at the same time<br>Most pros-<br>perous.<br>Unwearied. |
| 205 | ledge to every home, that one united 'intellectual 'phalanx may be presented to assert the rights of mankind—to 'demonstrate to the 'monarchies of the world, that while we                                                                                 | Carry.<br>Mental.<br>Array of men<br>Prove.<br>Kingdoms.                                                |
| 210 | praise our 'illustrious ancestors in words we 'imitate them in actions, and that their enviable names, and the 'glory they won while living will not be 'tarnished by the degeneracy of their 'posterity; but that republican                               | Renowned.<br>Copy.<br>Fame.<br>Stained.<br>Descendants.                                                 |
| 215 | institutions, while they 'inculcate human equality and a reverence for the 'approximating 'perfection of human statutes, im-                                                                                                                                | Instil.<br>Approaching<br>Supreme ex-<br>cellence.                                                      |

republics? (§ 11.) 99. How are the inhabitants of Europe oppressed and trodden down? 100. Why may our institutions be considered unequalled? (§ 12.) 101. Who were some of the principal philosophers?—102. Legislators?—103. Heroes, of antiquity? 104. Whence is the word *palmiest* derived? 105. Why is it applicable to the subject? 106. What is the nature of the indefatigable exertions we should use? 107. What is meant by a phalanx? 108. What is the strongest bulwark of American liberty? 109. What is the general tendency of republican institutions? 110. Are republics favorable to literature? 111. What should we endeavor to show the monarchies of the world? 112. Which do you think the best way to honor our



|     |                                                                                                                                                                                          |                  |
|-----|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------|
| 220 | part additional 'veneration for the wisdom of the Divine law—institl an implicit 'obedience to the decrees of heaven—secure the 'tenderest regard for the 'rights of every human 'being. | Adoration.       |
|     |                                                                                                                                                                                          | Compliance with. |
|     |                                                                                                                                                                                          | Kindest.         |
|     |                                                                                                                                                                                          | Just claims.     |
|     |                                                                                                                                                                                          | Creature.        |

illustrious ancestors, to praise them in words or imitate them in actions? 113. What ought to be the character and tendency of our republican institutions?

#### LESSON XIV.

|    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |              |           |               |
|----|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------|-----------|---------------|
| 5  | (§ 1.) It has been 'shown that man was created for 'civil society—that the wide disparity in the 'condition of the race—the general 'propensity to exercise power to the disadvantage and injury of the ignorant or the weak—the necessity of 'curbing the excesses of the vicious and the 'base—to secure to all, the rights and 'privileges essential to the pursuit and 'enjoyment of happiness—the love for society—the 'communion with those of like 'dispositions, or similar conditions, and the 'desire for knowledge, form some of the reasons which 'perpetually bind men together. (§ 2.) In all civil 'societies, it is 'requisite that each individual should 'relinquish the claim of asserting individual rights, and 'redressing personal | Indicated.   |           |               |
|    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Orderly.     |           |               |
|    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | State.       |           |               |
|    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Inclination. |           |               |
| 10 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Detriment.   |           |               |
|    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |              | Checking. |               |
|    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |              | Vile.     |               |
|    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |              | Claims.   |               |
| 15 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |              | Fruition. |               |
|    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |              |           | Fellowship.   |
|    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |              |           | Inclinations. |
|    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |              |           | Wish.         |
|    | Continually.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |              |           |               |
|    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |              |           | Communities   |
|    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |              |           | Essential.    |
|    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |              |           | Quit.         |
|    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Repairing.   |           |               |

(§ 1.) 1. What is the difference between *disparity* and *inequality*, in the 2d line?—What do their prefixes denote? 2. What is the difference between *ignorant* and *illiterate*, in the 5th line?—What do their prefixes signify? 3. How would it affect the sense, if the comma were omitted after *all*, in the 8th line? (§ 2.) 4. What is the differ-

|                                                      |              |
|------------------------------------------------------|--------------|
| 'wrongs; every one must take the general             | Injuries.    |
| will of the community for a 'guide, and re-          | Rule.        |
| 20 nounce all resort to individual 'force, for       | Violence.    |
| each receives 'instead of it the protection          | In place.    |
| of the 'commonwealth. None are allowed               | State.       |
| to consult 'exclusively their own happiness,         | Solely.      |
| without regard to the peace and 'order of            | Regular dis- |
| 25 the society with which they are 'connected.       | cipline.     |
| Men with the best 'intentions often err;             | United.      |
| 'precipitancy, or the want of knowledge or           | Designs.     |
| talent, may 'prevent them from coming to             | Hastiness.   |
| correct 'conclusions concerning what is              | Hinder.      |
| 30 'just.                                            | Deductions.  |
| (§ 3.) Civil society is intended to 'remove          | Proper.      |
| these 'difficulties; the ablest minds are gene-      | Displace.    |
| rally 'selected to establish such rules as may       | Impediments  |
| best promote the general good, and it is 're-        | Chosen.      |
| 35 quisite that all subject themselves to the 'legal | Necessary.   |
| authority appointed to 'enforce these regu-          | Lawful.      |
| lations. Christian communities 'administer           | Administer.  |
| in the highest possible 'degree to man's pre-        | Contribute.  |
| sent and 'perpetual happiness; they have             | Measure.     |
| 40 the 'immunity to enforce laws that best pro-      | Constant.    |
| mote the general welfare—maintain 'perfect           | Exemption    |
|                                                      | from error.  |
|                                                      | Entire.      |

ence between *relinquish* and *quit*, in the 16th line? 5. What is it requisite for every one to do in civil society? 6. What may prevent even good men from coming to just conclusions? 7. To what does it refer, in the 21st line? 8. What is the meaning of *none*, in the 22d line? (§ 3.) 9. What is the difference between *administer* and *contribute*, in the 37th line?—What do their prefixes *ad* and *con* denote? 10. In how many simple sentences can you write *degree*, in the 38th line, so that in each case it shall convey a different meaning? 11. What is the difference between *perpetual* and *constant*, in the 39th line?—What do their prefixes *per* and *con* denote? 12. To what does *they* refer, in the 39th line? 13. What is the character of laws en-

'subordination without oppression—regulate  
private conduct without 'invading the right  
of individual opinions, and binding to 'pre-  
45 scribed 'modes of worship.

(§ 4.) LAW OF NATIONS.

The Law of Nations designates the 'rights  
and 'ordains the duties of nations in all their  
varied 'relations with each other; it is a  
plain system of rules 'emanating from the  
50 principles of justice, which 'govern and regu-  
late the affairs of men in their 'social rela-  
tions. On no subject have writers 'differed  
more than on this; 'yet none is more simple  
or easier of comprehension. It is 'estab-  
55 lished on the 'basis of Christianity, and is  
'recognized, understood and observed only  
among 'enlightened and Christian communi-  
ties. (§ 5.) Its binding 'power is entirely of a  
moral and religious nature; its 'fundamental  
60 principles are 'contained in the text "Do ye  
unto others as ye would that others, in 'simi-  
lar 'circumstances, should do unto you,"  
and 'enjoins benevolence, kindness and cha-  
rity among 'all 'mankind. There is no hu-  
65 man 'tribunal to enforce an observance of  
national law. Nations, in this respect, 'sus-  
tain a similar 'position toward each other  
that 'individual members of society would  
if all the halls of justice were 'abolished.

Submission.

Infringing.

Dictated.

Forms.

Immunities.

Prescribes.

Dealings.

Proceeding.

Control.

Companion-  
able.

Varied.

Notwithstanding

Erected.

Foundation.

Acknowledged.

Intelligent.

Authority.

Essential.

Embraced.

Like.

Situations.

Commands.

The human race.

Seat of justice.

Bear.

Attitude.

Single.

Destroyed.

acted and enforced by Christian communities? (§ 4.) 14. What was  
anciently the difference between the law of nations and *international*  
law?—What is the meaning of the prefix *inter* before national? 15.  
What is the valid basis of the law of nations? (§ 5.) 16. What relation



|    |                                                                                                                                                                                                                                     |                       |
|----|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------|
| 70 | (§ 6.) There are no courts for the 'adjustment of national 'misunderstandings. Each nation is a judge of its own 'wrongs, and decides its own 'standard of justice. Hence, when a 'controversy arises between nations,              | Settlement.           |
|    |                                                                                                                                                                                                                                     | Quarrels.             |
|    |                                                                                                                                                                                                                                     | Injuries.             |
|    |                                                                                                                                                                                                                                     | Criterion.            |
|    |                                                                                                                                                                                                                                     | Dispute.              |
| 75 | and the 'parties disregard the voice of reason and the established 'usages of the Christian world, they have no other 'resort than that of 'arms. (§ 7.) It appears that the most 'renowned and powerful empires and repub-         | Litigants.            |
|    |                                                                                                                                                                                                                                     | Customs.              |
|    |                                                                                                                                                                                                                                     | Expedient.            |
|    |                                                                                                                                                                                                                                     | War.                  |
|    |                                                                                                                                                                                                                                     | Famous.               |
| 80 | lics of antiquity paid no 'regard to the moral national obligations of justice and 'humanity. Athens, that 'fruitful mother of philosophers and statesmen, who 'instructed the world in the arts and 'sciences, encouraged her navy | Respect.              |
|    |                                                                                                                                                                                                                                     | Benevolence.          |
|    |                                                                                                                                                                                                                                     | Prolific.             |
|    |                                                                                                                                                                                                                                     | Taught.               |
|    |                                                                                                                                                                                                                                     | Systematic knowledge. |
| 85 | in 'piracy, and put to death or sold into perpetual slavery, not only the 'prisoners taken in war, but also the 'women and children of the 'conquered country.                                                                      | High sea robbery.     |
|    |                                                                                                                                                                                                                                     | Captives.             |
|    |                                                                                                                                                                                                                                     | Females.              |
|    |                                                                                                                                                                                                                                     | Vanquished.           |
|    | (§ 8.) Rome, the 'boasted mistress of the                                                                                                                                                                                           | Vaunted.              |
| 90 | world, is celebrated alike for her 'tyrannical triumphs, her 'treacherous treaties, and her continual violations of justice. To the 'eternal disgrace of the Roman name is it 're-                                                  | Imperious.            |
|    |                                                                                                                                                                                                                                     | Perfidious.           |
|    |                                                                                                                                                                                                                                     | Lasting.              |
|    |                                                                                                                                                                                                                                     | Registered.           |

do nations sustain toward each other? (§ 6.) 17. Repeat the substance of section sixth. 18. What is the difference between *controversy* and *dispute*, in the 74th line? 19. *Disregard* and *slight*, in the 75th line? 20. *Usages* and *customs*, in the 76th line? (§ 7.) 21. Give a synopsis of section seventh. 22. What is the difference between *renowned* and *famous*, in the 79th line? 23. *Regard* and *respect*, in the 80th line? 24. *Fruitful* and *prolific*, in the 82d line? 25. *Instructed* and *taught*, in the 83d line? 26. *Conquered* and *vanquished*, in the 88th line? (§ 8.) 27. Of what does section eighth treat? 28. What is the distinction between *celebrated* and *illustrious*, in the 90th line? 29. *Treacherous* and *perfidious*, in the 91st line? 30. *Recorded* and *registered*, in the 93d

|                                                       |                 |
|-------------------------------------------------------|-----------------|
| corded, in her most 'approved legal code,             | Commended.      |
| 95 that whoever 'passed from one country to           | Moved.          |
| another became immediately a 'slave. (§ 9.)           | Bondman.        |
| It is only in 'modern times that nations              | Recent.         |
| 'assuming a moral character have, like the            | Taking.         |
| individuals 'composing them, considered               | Forming.        |
| 100 themselves bound by the 'immutable prin-          | Unchangeable.   |
| ciples of justice. In a state of 'peace all           | Tranquillity.   |
| the nations in Christendom stand in an 'equal         | Uniform.        |
| 'relation to each other, and are entitled to          | Connection.     |
| claim equal 'regard for their national rights,        | Consideration.  |
| 105 and require 'reciprocal obligations in good       | Mutual.         |
| faith, whatever may be their 'relative size or        | Particular.     |
| power, or however 'varied may be their poli-          | Diversified.    |
| tical and religious 'institutions. It is a funda-     | Establishments. |
| mental 'principle in the law of nations, that all     | Doctrine.       |
| 110 are on a 'perfect equality and entirely independ- | Complete.       |
| ent. (§ 10.) Every nation has the sole 'privi-        | Advantage.      |
| lege of regulating its 'internal policy, and no       | Domestic.       |
| political power has a right to ' <i>prescribe for</i> | Dictate to.     |
| another a mode of government or 'form of              | Ceremony.       |
| 115 religion. The Law of Nations, which 'equally      | Equally.        |
| dispenses its 'rights and requires the fulfil-        | Immunities.     |
| ment of its obligations, has for its 'objects the     | Ends.           |
| peace, the happiness, the 'honor and the un-          | Dignity.        |
| fading glory of 'mankind.                             | Humanity.       |

line? (§ 9.) 31. Give a detailed account of section ninth. 32. What is the difference between *modern* and *recent*, in the 97th line? 33. *Peace* and *tranquillity*, in the 101st line? 34. *Equal* and *uniform*, in the 102d line? 35. *Power* and *strength*, in the 107th line? (§ 10.) 36. Repeat the substance of section tenth. 37. What is the difference between *prescribe* and *dictate*, in the 113th line? 38. *Mode*, in the 114th line, and the word *method*? 39. *Form* and *ceremony*, in the 114th line? 40. *Equally* and *equably*, in the 115th line? 41. *Objects* and *ends*, in the 117th line? 42. *Honor* and *dignity*, in the 118th line?

## LESSON XV.

|                                                                   |               |
|-------------------------------------------------------------------|---------------|
| <p>(§ 1.) THE Law of 'Nations may be divided</p>                  | Commonwealths |
| <p>into two parts, 'viz.: the Necessary Law of</p>                | Namely.       |
| <p>Nations, and the 'Positive Law of Nations,</p>                 | Absolute.     |
| <p>or International Law. Those 'principles of</p>                 | Precepts.     |
| <p>5 justice which reason 'dictates and revelation</p>            | Prescribes.   |
| <p>enjoins, may be 'considered the <i>Necessary</i></p>           | Regarded as.  |
| <p><i>Law of Nations</i>, 'for these principles, indis-</p>       | Because.      |
| <p>pensable to international 'commerce, are of</p>                | Intercourse.  |
| <p>'universal application, and are sanctioned by</p>              | General.      |
| <p>10 the ablest jurists, numerous historical 'pre-</p>           | Examples.     |
| <p>cedents, and the long-established 'usages of</p>               | Customs.      |
| <p>Christian governments; no 'power can, by</p>                   | Nation.       |
| <p>its separate laws, 'invalidate any portion</p>                 | Weaken.       |
| <p>of the 'necessary law of nations any more</p>                  | Requisite.    |
| <p>15 than 'single individuals can, by their private</p>          | Separate.     |
| <p>acts, 'alter the laws by which the States</p>                  | Change.       |
| <p>wherein they 'live are governed. (§ 2.) The</p>                | Dwell.        |
| <p>'<i>Positive</i>, or <i>International Law</i>, consists of</p> | Explicit.     |
| <p>treaties or 'compacts between two or more</p>                  | Contracts.    |
| <p>20 sovereigns or nations. 'Treaties are of va-</p>             | Negotiations. |
| <p>rious kinds:—as, treaties of 'peace—for</p>                    | Amity.        |
| <p>'alliance, offensive and defensive—for regu-</p>               | Union.        |
| <p>lating '<i>commercial intercourse</i>—for settling</p>         | Trade.        |
| <p>'disputed boundaries—any matter of national</p>                | Contested.    |
| <p>25 'interest, policy or honor. When treaties are</p>           | Concern.      |

The difficult Questions are elucidated in the Appendix.

(§ 1.) 1. Of what does section first treat? 2. What is the difference between *principles* and *precepts*, in the 4th line? 3. *Sanctioned* and *countenanced*, in the 9th line? 4. *Alter* and *change*, in the 16th line? (§ 2.) 5. Of what does section second treat? 6. What is the difference between *sovereigns* and *monarchs*, in the 20th line? 7. *Disputed* and *contested*, in the 24th line? 8. *Display* and *exhibit*, in the



|                                                        |                            |
|--------------------------------------------------------|----------------------------|
| made, ministers, usually called 'plenipotential-       | Ambassadors of full power. |
| ries — 'chosen, one, two, three, or more, by           | Appointed.                 |
| and for each nation, 'meeting at some place            | Convening.                 |
| 'mutually agreed upon, and generally in the            | Reciprocally.              |
| 30 territory of some neutral state—often 'display      | Exhibit.                   |
| much 'ingenuity in making the preliminary              | Acuteness.                 |
| arrangements, as each strives to 'secure               | Obtain.                    |
| the best possible 'terms for his respective            | Conditions.                |
| 'country.                                              | Nation.                    |
| 35 (§ 3.) After the 'plenipotentialities have          | Diplomates.                |
| come to 'an <i>understanding</i> , they write out      | A stipulation.             |
| their 'agreement, which is then sent to their          | Covenant.                  |
| respective nations or sovereigns—if its 'arti-         | Terms.                     |
| cles are confirmed, they 'immediately be-              | At once.                   |
| 40 come an international law to those 'countries       | Lands.                     |
| —but if either power refuses to 'sanction the          | Support.                   |
| acts of its ministers, the treaty is 'inoperative      | Null.                      |
| and things remain 'in <i>statu quo</i> . In the        | As before.                 |
| United States, the 'concurrence of the Pre-            | Approbation.               |
| 45 sident and two-thirds of the senate is 're-         | Necessary.                 |
| quisite for the adoption and 'ratification of          | Confirmation               |
| a 'treaty. The Necessary Law of Nations                | Compact.                   |
| may 'apply to the whole human family;                  | Rule.                      |
| whereas international law is more 'circum-             | Restricted.                |
| 50 scribed in its 'extent, and binds only the          | Limit.                     |
| contracting nations. (§ 4.) It is 'an <i>acknow-</i>   | A recognized               |
| <i>ledged</i> principle that, having a right to 'adopt | Select.                    |

30th line? (§ 3.) 9. Give a detailed account of section third. 10. What is the difference in the meanings of *agreement* and *covenant*, in the 37th line? 11. *Sanction* and *support*, in the 41st line? 12. *Circumscribed* and *restricted*, in the 49th line? 13. *Statu quo* is the name of a certain kind of treaty—can you tell the condition in which it leaves the contracting parties? (§ 4.) 14. Of what does section fourth treat? 15. What is the difference between *acknowledged* and *recog-*

such 'form of government as it deems expedient, every nation may alter, or even 'abolish, its internal regulations at 'pleasure, provided the 'changes do not in the least 'effect any of its obligations to other governments, and that the claims of 'individual creditors are not thereby 'weakened. No division of territory, 'coalescence with other powers, or change in government, can 'impair any of its rights or 'discharge it from any of its just 'engagements.

(§ 5.) A community or 'kingdom that should resort to any 'subterfuge to shake off its 'obligations—or that should make war upon its 'unoffending neighbors without asserting any 'just cause for the same, and apparently for the 'sake of plunder and a desire of conquest, would 'forfeit alike its claim to the 'protection of the Law of Nations, and the 'regard of the civilized world; would be treated as a 'common enemy, and the act of 'appropriating the spoils thus obtained would be called national 'robbery. Every government would be bound to join a 'league to force the 'relinquishment of such unlawful possessions. (§ 6.) It is generally 'acknowledged that every nation may 'use its

System.  
Abrogate.  
Will.  
Variations.  
Impair.  
Private.  
Invalidated.  
Union.  
Injure.  
Free.  
Liabilities.  
Realm.  
Evasion.  
Engagements  
Inoffending.  
Proper.  
Purpose.  
Lose.  
Defence.  
Respect.  
General.  
Improprating.  
Depredation.  
Confederacy.  
Abandonment.  
Allowed.  
Employ.

nized, in the 51st line? 16. *Abolish* and *abrogate*, in the 54th line? 17. *Coalescence* and *union*, in the 60th line? 18. *Impair* and *injure*, in the 61st line? (§ 5.) 19. Of what does section fifth treat? 20. What is the difference between *subterfuge* and *evasion*, in the 65th line? 21. *Unoffending* and *inoffending*, in the 67th line? 22. *Sake* and *purpose*, in the 69th line? 23. *Robbery* and *depredation*, in the 75th line? (§ 6.) 24. Give a synopsis of section sixth. 25. What is the difference be-

|                                                                                                                                                                                                                                                  |                                           |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------|
| 80 own 'discretion in making commercial and other treaties—that 'one government may 'surrender to another a part or all of its territory, 'provided that in so doing the rights of no other 'power are either molested or                        | Judgment.                                 |
| 85 'endangered. Every country, has a right to 'monopolize its own internal and colonial trade, and can exclude or admit at 'option any or every other 'nation.                                                                                   | Any.                                      |
|                                                                                                                                                                                                                                                  | Cede.                                     |
|                                                                                                                                                                                                                                                  | Conditioned.                              |
|                                                                                                                                                                                                                                                  | Commonwealth                              |
|                                                                                                                                                                                                                                                  | Jeopardied.                               |
|                                                                                                                                                                                                                                                  | Engross.                                  |
|                                                                                                                                                                                                                                                  | Choice.                                   |
|                                                                                                                                                                                                                                                  | Country.                                  |
|                                                                                                                                                                                                                                                  | Granted.                                  |
| 90 nation has 'an <i>exclusive</i> right to rivers flowing through its territory—to all 'inland <i>bays</i> and 'navigable <i>waters</i> whatsoever—and to the 'adjoining sea-coast for the distance of three miles from shore. 'Custom has ren- | The sole.                                 |
| 95 dered it necessary for 'vessels sailing beyond the 'jurisdiction of their own country to be 'provided with passports. (§ 7.) A passport, is an 'official certificate, bearing the seal of the government 'under whose flag                    | Arms of the sea.                          |
| 100 the vessel sails; it gives 'permission to pass from and to certain 'ports or countries, and to navigate 'prescribed seas without molestation. It should contain a 'minute description of the vessel, her 'master, crew, loading, &c.,        | Waters affording free passage to vessels. |
|                                                                                                                                                                                                                                                  | Contiguous.                               |
|                                                                                                                                                                                                                                                  | Usage.                                    |
|                                                                                                                                                                                                                                                  | Ships.                                    |
|                                                                                                                                                                                                                                                  | Limits.                                   |
|                                                                                                                                                                                                                                                  | Furnished.                                |
|                                                                                                                                                                                                                                                  | Authoritative                             |
|                                                                                                                                                                                                                                                  | Beneath.                                  |
|                                                                                                                                                                                                                                                  | Leave.                                    |
|                                                                                                                                                                                                                                                  | Harbors.                                  |
|                                                                                                                                                                                                                                                  | Determinate.                              |
|                                                                                                                                                                                                                                                  | Circumstantial.                           |
|                                                                                                                                                                                                                                                  | Captain.                                  |

tween *use* and *employ*, in the 79th line? 26. *Discretion* and *judgment*, in the 80th line? 27. *Surrender* and *cede*, in the 82d line? 28. *Option* and *choice*, in the 87th line? (§ 7.) 29. Repeat the substance of section seventh. 30. What is the difference between *adjoining* and *contiguous*, in the 93d line? 31. Between *custom* and *usage*, in the 94th line? 32. *Vessels* and *ships*, in the 95th line? 33. *Provided* and *furnished*, in the 97th line? (§ 8.) 34. Of what does section eighth treat? 35. What is the difference between *under* and *beneath*, in the 99th line? 36. *Permission* and *leave*, in the 100th line? 37. *Ports* and *harbors*, in the 101st line? 38. *Minute* and *circumstantial*, in the 103d



|     |                                                                                                                                                                                                                   |                                                                   |
|-----|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------|
| 105 | and request all 'friendly powers to permit her to 'pursue the prescribed voyage without 'interruption; and although the vessel may 'be the property of a single merchant, yet any injury done the vessel or 'crew | Amicable.<br>Prosecute.<br>Disturbance.<br>Belong to.<br>Sailors. |
| 110 | would be considered a national 'insult, and one requiring full 'reparation, according to 'the laws of nations.                                                                                                    | Affront.<br>Amendment.<br>International law.                      |
|     | (§ 9.) The 'mutual welfare of nations requires that they should have 'accredited                                                                                                                                  | Reciprocal.<br>Authorized.                                        |
| 115 | agents to 'represent them at the national courts, or legislative 'assemblies of each other. These 'officers have usually been divided into the following classes, 'to wit:—                                       | Personate.<br>Convocations<br>Officials.                          |
|     | 1st class, or highest 'order, Ambassadors                                                                                                                                                                         | Namely.<br>Rank.                                                  |
| 120 | and 'Papal Legates,—2d class, Envoys Extraordinary and Ministers 'plenipotentiary,—                                                                                                                               | Nuncios and Internuncios.<br>Of full power                        |
|     | 3d class, Ministers 'resident, accredited to sovereigns or 'independent nations,—4th                                                                                                                              | Abiding.<br>Free.                                                 |
|     | class, 'Charges d'Affaires, accredited to the                                                                                                                                                                     | Deputies.                                                         |
| 125 | minister of foreign 'affairs. (§ 10.) An ambassador is a foreign 'minister of the highest                                                                                                                         | Business.<br>Representative.                                      |
|     | 'rank; he acts in the place of the sovereign or government that employs him, and 'is entitled to all the respect and 'immunities that                                                                             | Degree.<br>Has a claim.<br>Privileges.                            |
| 130 | the ruler of the country he 'represents would be if 'personally present. An ambassador                                                                                                                            | Personates.<br>Individually.                                      |

line? 39. *Friendly* and *amicable*, in the 105th line? 40. *Pursue* and *prosecute*, in the 106th line? 41. *Insult* and *affront*, in the 110th line? (§ 9.) 42. Of what does section ninth treat? 43. What is the difference between *mutual* and *reciprocal*, in the 113th line? 44. What is the difference in the meanings of *class*, *order* and *rank*, in the 119th line? (§ 10.) 45. Give a detailed account of section tenth. 46. What

|                                                                                                                                                                                                                                                     |                                                                        |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------|
| is not 'answerable, even for the most atrocious crimes, to the judicial 'tribunals of the country to which he is sent. For 'flagrant                                                                                                                | Responsible.<br>Courts.<br>Enormous.                                   |
| 135 'offences he may, however, be sent to his own government, with a 'demand that he should receive 'adequate punishment. Ambassadors are 'usually selected from the ablest 'politicians of their respective coun-                                  | Crimes.<br>Requirement<br>Commensurate.<br>Commonly.<br>Statesmen.     |
| 140 tries—their residence is at the ' <i>seat of government</i> of the power with which they 'negotiate. (§ 11.) In 'times of peace, it is usual for each Christian 'nation to be represented at the ' <i>national legislature</i> of every foreign | Capital.<br>Treat.<br>Seasons.<br>Country.<br>Court.                   |
| 145 government, and the 'duties of an ambassador consist in 'transacting all public business to the best possible ' <i>advantage for</i> his own government—in ' <i>penetrating into</i> the secrets, the 'designs and the policy alike of the go-  | Obligations.<br>Negotiating.<br>Benefit of.<br>Fathoming.<br>Schemes.  |
| 150 vernment in which he 'resides, and that of every nation whose 'representatives he may meet; hence there is 'constant danger of 'immorality and crime among the highest national 'functionaries. It is a mournful fact,                          | Sojourns.<br>Envoys.<br>Continual.<br>Dishonesty.<br>Officers.         |
| 155 that foreign courts have been more 'celebrated for 'intrigue and corruption than for 'purity of morals and patriotic deeds. National 'gratitude has oftener been awarded to private 'citizens than to public functionaries.                     | Noted.<br>Complicated plots.<br>Chasteness.<br>Thanks.<br>Individuals. |

is the difference between *demand* and *requirement*, in the 136th line? 47. Between *adequate* and *commensurate*, in the 137th line? (§ 11.) 48. Give a synopsis of section eleventh. 49. What is the difference between *times* and *seasons*, in the 142d line? 50. Between *grandeur* and *magnificence*, in the 158th line?

## LESSON XVI.

|                                                                                                                                                                                  |              |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------|
| <p>(§ 1.) AN envoy is a person 'deputed by a sovereign, or government to 'negotiate a treaty, or to 'transact any other business with a foreign nation. The 'word is usually</p> | Appointed.   |
| 5 applied to a public 'minister sent on an                                                                                                                                       | Make.        |
| 'emergency, or for a particular purpose.                                                                                                                                         | Manage.      |
| A plenipotentiary is a person 'clothed with                                                                                                                                      | Term.        |
| full 'power to act for his sovereign or gov-                                                                                                                                     | Agent.       |
| ernment, 'usually to negotiate a treaty at the                                                                                                                                   | Exigency.    |
| 10 close of a war. The 'representatives of the                                                                                                                                   | Invested.    |
| government of the United States at 'foreign                                                                                                                                      | Authority.   |
| courts are usually 'styled ministers, and their                                                                                                                                  | Commonly.    |
| duties depend entirely on the ' <i>nature of the</i>                                                                                                                             | Deputies.    |
| 'instructions given them by the executive                                                                                                                                        | Distant.     |
| 15 'cabinet at Washington. (§ 2.) The business                                                                                                                                   | Denominated  |
| of the foreign ministers of the 'United States                                                                                                                                   | Sort of.     |
| is generally to keep their government 'cor-                                                                                                                                      | Advice.      |
| rectly informed of the 'proceedings of foreign                                                                                                                                   | Council.     |
| 'courts—to see that their countrymen are not                                                                                                                                     | American re- |
| 20 'molested within the realms in which they                                                                                                                                     | public.      |
| reside, and to 'countenance all enlightened                                                                                                                                      | Accurately.  |
| proceedings that tend to 'ameliorate the                                                                                                                                         | Transactions |
| 'condition of the human race. The distinc-                                                                                                                                       | Administra-  |
| tion 'between ambassadors, envoys, plenipo-                                                                                                                                      | tions.       |
| 25 tentiaries, and resident ministers, 'relates                                                                                                                                  | Disturbed.   |
|                                                                                                                                                                                  | Encourage.   |
|                                                                                                                                                                                  | Improve.     |
|                                                                                                                                                                                  | Situation.   |
|                                                                                                                                                                                  | Betwixt.     |
|                                                                                                                                                                                  | Applies.     |

The difficult Questions are elucidated in the Appendix.

(§ 1.) 1. Repeat the substance of section first. 2. What is the difference between *word* and *term*, in the 4th line? 3. Between *emergency* and *exigency*, in the 6th line? (§ 2.) 4. Give a synopsis of section second. 5. What is the difference between *correctly* and *accurately*, in the 17th line? 6. Between *encourage* and *countenance*, in the 21st line?



|                                                                                                                                                                                                                                 |                        |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------|
| chiefly to diplomatic precedence and 'etiquette, and not to their 'essential powers and 'privileges. Governments generally reserve to themselves the right to 'ratify or                                                        | Ceremony.              |
| 30 'dissent from treaties concluded by their public 'ministers.                                                                                                                                                                 | Requisite.             |
|                                                                                                                                                                                                                                 | Prerogatives.          |
|                                                                                                                                                                                                                                 | Confirm.               |
|                                                                                                                                                                                                                                 | Reject.                |
|                                                                                                                                                                                                                                 | Agents.                |
|                                                                                                                                                                                                                                 | Stands.                |
|                                                                                                                                                                                                                                 | Order.                 |
|                                                                                                                                                                                                                                 | Concerns.              |
| 35 ness in a foreign country 'in the place of an ambassador or other minister of high 'degree. A consul is a commercial 'agent, appointed by the government of a country to 'reside in foreign dominions, usually in 'seaports. | In lieu.               |
|                                                                                                                                                                                                                                 | Rank.                  |
|                                                                                                                                                                                                                                 | Factor.                |
|                                                                                                                                                                                                                                 | Dwell.                 |
|                                                                                                                                                                                                                                 | Maritime towns.        |
| 40 Consuls are not entitled to the 'immunities of public ministers, 'nor are they under the special 'protection of the law of nations. The power of a consul may be 'annulled at 'pleasure by the ruler of the country where    | Exemptions.            |
|                                                                                                                                                                                                                                 | Neither.               |
|                                                                                                                                                                                                                                 | Shelter.               |
|                                                                                                                                                                                                                                 | Cancelled.             |
|                                                                                                                                                                                                                                 | Option.                |
| 45 he 'resides, whereas the power of a foreign minister can be 'annulled only by the government which he 'represents. (§ 4.) Consuls must 'carry with them a certificate of their appointment, and must be 'publicly recog-     | Lives.                 |
|                                                                                                                                                                                                                                 | Abrogated.             |
|                                                                                                                                                                                                                                 | Supplies the place of. |
|                                                                                                                                                                                                                                 | Bear.                  |
|                                                                                                                                                                                                                                 | Officially.            |
| 50 nized and 'receive from the government in whose dominions they 'propose to reside, a written declaration, called an <i>exequatur</i> , 'authorizing them to 'perform their specified du-                                     | Get.                   |
|                                                                                                                                                                                                                                 | Intend.                |
|                                                                                                                                                                                                                                 | Empowering             |
|                                                                                                                                                                                                                                 | Attend to.             |

(§ 3.) 7. Of what does section third treat? 8. What is the difference between *business* and *concerns*, in the 34th line? 9. Between *agent* and *factor*, in the 37th line? (§ 4.) 10. Repeat the substance of section fourth. 11. What is the difference between *carry* and *bear*, in the 48th line? 12. Between *empowering* and *authorizing*, in the 52d

|                                                    |                     |
|----------------------------------------------------|---------------------|
| ties. The 'business of consuls is to attend        | Occupation.         |
| 55 to the 'commercial rights and privileges of     | Mercantile.         |
| their 'country and its citizens. Unless it is      | Government.         |
| 'stipulated by treaty, the refusal to receive a    | Covenanted.         |
| consul is considered no breach of 'etiquette       | Decorum.            |
| between nations; but the 'refusal to receive       | Declining.          |
| 60 a foreign minister denotes 'hostility.          | Enmity.             |
| (§ 5.) War, the greatest 'scourge that has         | Evil.               |
| ever 'afflicted the human race, has, among         | Troubled.           |
| civilized nations, its 'formalities and its laws.  | Ceremonies.         |
| It is customary to 'precede it by a demand         | Preface.            |
| 65 for redress of 'grievances. When every          | Wrongs.             |
| means has been resorted to in vain to 'obtain      | Procure.            |
| 'justice—when peace is more dangerous and          | Redress.            |
| 'deplorable than war itself—then nations           | Lamentable.         |
| usually 'set forth their grievances, accompa-      | Publish.            |
| 70 nied with a declaration of war, and 'proceed    | Begin and carry on. |
| to 'hostilities. In monarchies, the right to       | War.                |
| 'declare war is usually vested in the sove-        | Proclaim.           |
| reign. In the United States, the 'power to         | Authority.          |
| declare war is confided to the 'national le-       | Congress.           |
| 75 gislature. (§ 6.) When war is once 'declared,   | Commenced.          |
| each and every man in the 'belligerent coun-       | Fighting.           |
| tries is 'a party to the acts of his own gov-      | Concerned in        |
| ernment; and a war 'between the govern-            | Betwixt.            |
| ments of two 'nations is a war between all         | Countries.          |
| 80 the 'individuals living in their respective do- | Persons.            |
| minions. The 'officers of government are           | Functionaries.      |
| considered 'merely as the representatives of       | Only.               |

line? (§ 5.) 13. Repeat the substance of section fifth. 14. What is the difference between *obtain* and *procure*, in the 66th line? 15. Between *declare* and *proclaim*, in the 72d line? (§ 6.) 16. Of what does section sixth treat? 17. What is the difference between *evident* and

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                         |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>the people. It is 'evident that every citizen indirectly contributes to 'sustain war, inas-<br/> 85 much as it requires 'enormous sums of money, and can be 'waged only by the general 'consent of the citizens of each country in paying taxes. The 'soldier is therefore the direct, and the tax-payer the indirect 'belli-<br/> 90 gerent; both 'participants, though perhaps in an unequal degree, in whatever of 'honor or of 'infamy may be attached to the common 'cause.</p>                                                                                                                                                                                                                                                                                                                  | <p>Manifest.<br/> Support.<br/> Vast.<br/> Prosecuted.<br/> Concurrence<br/> Warrior.<br/> Combatant.<br/> Sharers.<br/> Glory.<br/> Shame.<br/> Object pursued.</p>                                                                                                    |
| <p>(§ 7.) When one nation 'invades the ter-<br/> 95 ritory of another, under any 'pretence whatever, it is called an 'offensive war on the part of the invading nation, and a '<i>defensive war</i> on the part of the nation 'invaded. 'Offensive wars are generally waged by the<br/> 100 most 'powerful nations; and nothing more clearly 'demonstrates the absurdity and 'injustice of wars than the fact that by them chiefly 'tyrants sustain their power—fill the world with 'wretchedness, and enslave man-<br/> 105 kind. The most 'unhallowed armies that ever 'desolated the earth and converted it into a human slaughter-house, have 'clamored most about the justice of their 'cause. The most 'idolized generals, those who have<br/> 110 commanded the mightiest armies and 'boasted</p> | <p>Hostilely enters.<br/> Pretext.<br/> Aggressive.<br/> War of resistance.<br/> Attacked.<br/> Invading.<br/> Potent.<br/> Proves.<br/> Wickedness.<br/> Despots.<br/> Misery.<br/> Wicked.<br/> Ravaged.<br/> Vociferated.<br/> Party.<br/> Adored.<br/> Vaunted.</p> |

*manifest*, in the 83d line? 18. Between *enormous* and *vast*, in the 85th line? (§ 7.) 19. Give a synopsis of section seventh. 20. What is the difference between *principles* and *motives*, in the 111th line? 21. Can you name some renowned generals that, professing to be republicans, devastated the world and destroyed the liberties of the people? 22.



most of their republican 'principles, have been  
the first to snatch the '*imperial purple*, and  
'usurp the unalienable rights of man.

Motives.

Dress of kings.

Steal.

Why ought not people to entrust their liberties to those who vaunt  
most about their patriotism and devotion to republican principles?

### LESSON XVII.

(§ 1.) A BLOCKADE is the 'surrounding of a  
place with hostile troops or 'ships in such a  
manner as to prevent 'escape and hinder  
supplies of provisions and 'ammunition from  
5 entering, with a view to 'compel a surrender  
by hunger and 'want, without regular at-  
tacks. No neutral nation is 'permitted to  
afford any 'relief whatever to the inhabitants  
of a place blockaded, and all 'supplies in a  
10 state of 'transmission for such relief are  
liable to 'confiscation. A mere declaration  
of a blockade is not considered 'binding  
upon 'neutrals unless the place be actually  
'surrounded by troops and ships in such a  
15 manner as to render an entrance 'hazardous.  
It is also requisite that neutrals be 'apprised  
of the 'blockade. (§ 2.) A Truce is a tem-  
porary 'suspension of arms, by the mutual  
agreement of the 'belligerent parties, for ne-  
20 gotiating peace or any other 'purpose; at

Encompassing.

Vessels.

A departure.

Military stores.

Force.

Need.

Allowed.

Succour.

Commodities

Conveyance.

Forfeiture.

Obligatory.

Non-combatants

Encircled.

Dangerous.

Informed.

Investment.

Cessation.

Hostile.

Cause.

(§ 1.) 1. What is the difference between *surrounding* and *encompassing*, in the 1st line? 2. Why would not *apprized* answer as well as *apprised*, in the 16th line? 3. How many simple sentences are there in section first? 4. Of what does section first treat? (§ 2.) 5. What

|                                                       |                |
|-------------------------------------------------------|----------------|
| the 'expiration of a truce, hostilities may be        | Close.         |
| 'renewed without a new declaration of war.            | Revived.       |
| Truces are either 'partial or general. A par-         | Limited.       |
| tial truce 'suspends hostilities only between         | Stops.         |
| 25 'certain places, as between a town and the         | Specified.     |
| army 'besieging it; but a general truce               | Investing.     |
| ' <i>extends to</i> all the territories and dominions | Includes.      |
| of the 'belligerent nations. An Armistice             | Hostile.       |
| has a more 'limited meaning, being applied            | Restricted.    |
| 30 to a 'short truce, and solely to military          | Brief.         |
| 'affairs.                                             | Matters.       |
| (§ 3.) A 'declaration of war is a total pro-          | Proclamation   |
| hibition of all commercial 'intercourse and           | Communication. |
| 'dealings between all the citizens of the hos-        | Traffic.       |
| 35 tile powers; and all 'contracts made with the      | Bargains.      |
| subjects of a national 'enemy are null and            | Foe.           |
| void. It is unlawful for a 'citizen of one of         | Subject.       |
| the 'belligerent countries to insure the pro-         | Contending.    |
| perty, or even to 'remit money to a citizen           | Transmit.      |
| 40 of the other 'country. (§ 4.) An embargo           | Land.          |
| is ' <i>a prohibition</i> upon shipping not to leave  | An injunction. |
| port. This 'restraint can be imposed only             | Restriction.   |
| by the 'supreme government of a country,              | Paramount.     |
| and is ' <i>an implied</i> declaration of some im-    | A virtual.     |
| 45 mediate and 'impending public danger. Let-         | Threatening.   |
| ters of 'marque and reprisal, are letters under       | License.       |
| seal, or commissions 'granted by a govern-            | Issued.        |

is the difference between *renewed* and *revived*, in the 22d line? 6. What do their *prefixes* denote? 7. Of what two subjects does section second treat? (§ 3.) 8. Repeat the substance of section third. 9. What is the difference between *dealings* and *traffic*, in the 34th line? 10. Between *contracts* and *bargains*, in the 35th line? (§ 4.) 11. Give a synopsis of section fourth. 12. What is the difference between *declined*

|    |                                                       |                |
|----|-------------------------------------------------------|----------------|
|    | ment to its citizens to make seizure or 're-          | Capture.       |
|    | prisal of the 'property of an enemy, or of            | Goods.         |
| 50 | 'persons who belong to a government which             | Individuals.   |
|    | has 'refused to do justice to the citizens of         | Declined.      |
|    | the country 'granting the letters of marque           | Giving.        |
|    | and reprisal. The ' <i>war-vessels</i> thus permitted | Men-of-war.    |
|    | by a government to be 'owned by its private           | Possessed.     |
| 55 | citizens are 'called privateers.                      | Named.         |
|    | (§ 5.) A Treaty is a solemn 'contract be-             | Agreement.     |
|    | tween two or more nations, 'formally signed           | Ceremoniously. |
|    | by commissioners 'duly appointed, and rati-           | Properly.      |
|    | fied in the most sacred manner by the 'su-            | Highest.       |
| 60 | preme power of each state, which 'thereby             | By that means. |
|    | 'plights its national fidelity and honor.             | Pledges.       |
|    | Treaties 'usually take effect from the day            | Generally.     |
|    | they are 'ratified, and are as binding upon           | Approved.      |
|    | nations as private 'contracts are upon indi-          | Compacts.      |
| 65 | viduals. Treaties should always 'receive a            | Obtain.        |
|    | fair and liberal 'construction and be kept            | Explanation.   |
|    | 'inviolable. (§ 6.) Nations, like individuals,        | Sacred.        |
|    | know not what 'changes may await them.                | Vicissitudes.  |
|    | The most powerful 'states, whose citizens             | Governments    |
| 70 | vainly ' <i>boasted</i> of their perpetual grandeur   | Vaunted.       |
|    | and 'duration, have been subverted and their          | Continuance.   |
|    | monuments of 'art demolished by the unspar-           | Human skill.   |
|    | ing ravages of 'ruthless conquerors. Hence            | Barbarous.     |
|    | it 'behooves the most powerful nations to             | Becomes.       |

and *refused*, in the 51st line? 13. Between *called* and *named*, in the 55th line? (§ 5.) 14. Of what does section fifth treat? 15. What is the difference in the meaning of *agreement* and *contract*, in the 56th line? 16. How many different parts of speech are there in the marginal exercises in section fifth? (§ 6.) 17. What is the difference in the meaning of *changes* and *vicissitudes*, in the 68th line? 18. What



|     |                                                                                                                                                                                                                                                    |                        |
|-----|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------|
| 75  | apply to themselves the same 'unerring rules and principles of justice and 'humanity which they 'require their weaker neighbors to observe—to 'check fraud, oppression and violence; to sustain liberty, order, 'equity and                        | Infallible.            |
|     |                                                                                                                                                                                                                                                    | Benevolence            |
|     |                                                                                                                                                                                                                                                    | Demand.                |
|     |                                                                                                                                                                                                                                                    | Curb.                  |
|     |                                                                                                                                                                                                                                                    | Justice.               |
| 80  | 'peace among all the weaker powers of the earth; to unite in ' <i>the enforcement of</i> the positive law of nations, and the 'rational usages of ' <i>the Christian world</i> .                                                                   | Quiet.                 |
|     |                                                                                                                                                                                                                                                    | Putting in execution.  |
|     |                                                                                                                                                                                                                                                    | Reasonable.            |
|     |                                                                                                                                                                                                                                                    | Christendom            |
|     | (§ 7.) It may be observed, in 'concluding                                                                                                                                                                                                          | Closing.               |
| 85  | this subject, that the 'tendency of war is to 'aggrandize the <i>few</i> , to strengthen more and more the bands of 'tyrants, and bring the 'direst miseries upon <i>the many</i> —that it cherishes nothing good, and fosters ' <i>all manner</i> | Effect.                |
|     |                                                                                                                                                                                                                                                    | Increase the power of. |
|     |                                                                                                                                                                                                                                                    | Despots.               |
|     |                                                                                                                                                                                                                                                    | Most terrible          |
|     |                                                                                                                                                                                                                                                    | Every description.     |
| 90  | of wickedness; that as the ' <i>true spirit</i> of the Divine law is generally 'diffused among, and understood by the great 'majority of the people, so do they 'become more temperate, 'honest, industrious and intelligent—that, con-            | Essential part.        |
|     |                                                                                                                                                                                                                                                    | Disseminated           |
|     |                                                                                                                                                                                                                                                    | Mass.                  |
|     |                                                                                                                                                                                                                                                    | Grow.                  |
|     |                                                                                                                                                                                                                                                    | Upright.               |
| 95  | sequently, nations grow 'better, cultivate a 'liberal and humane policy, enjoy internal peace and happiness, and 'outward power and 'dignity. Furthermore, that no nation can 'contribute to another's degradation, or                             | More prosperous.       |
|     |                                                                                                                                                                                                                                                    | Generous.              |
|     |                                                                                                                                                                                                                                                    | External.              |
|     |                                                                                                                                                                                                                                                    | Honor.                 |
|     |                                                                                                                                                                                                                                                    | Minister.              |
| 100 | promote another's 'welfare, without, in a corresponding degree, 'depressing or elevating its own—that the most 'sacred observance of the 'positive laws and rights of nations                                                                      | Happiness.             |
|     |                                                                                                                                                                                                                                                    | Sinking.               |
|     |                                                                                                                                                                                                                                                    | Scrupulous.            |
|     |                                                                                                                                                                                                                                                    | Definite.              |

is the duty of all powerful nations? 19. Repeat the substance of section sixth. (§ 7.) 20. What is the difference between *concluding* and *closing*, in the 84th line? 21. Repeat the substance of section seventh. 22. What is the only real guaranty of individual happiness and na-

|                                               |             |
|-----------------------------------------------|-------------|
| is 'essential to exalted national character,  | Necessary.  |
| 105 the 'happiness of the whole human family, | Welfare.    |
| the perpetuity of the 'liberties of mankind,  | Franchises. |
| and the 'tranquillity of the world. It is to  | Peace.      |
| be 'hoped that the light of Christianity      | Desired.    |
| will soon 'utterly extinguish the spirit of   | Entirely.   |
| 'war, and thus forward the millennium.        | Bloodshed.  |

tional perpetuity and grandeur? 23. Which do you think the happiest individuals and nations, those that resort to fraud and violence, or those that deal with justice and humanity?

### LESSON XVIII.

#### ORIGIN OF THE AMERICAN CONSTITUTION.

|                                                   |               |
|---------------------------------------------------|---------------|
| (§ 1.) THE 'brief survey we have now              | Concise.      |
| taken of the 'nature of political power may       | Character.    |
| 'enable us more fully to understand the origin    | Help.         |
| and the 'causes of the American 'Union.           | Confederacy.  |
| 5 We have seen that the nations of the 'earth     | World.        |
| profess to be governed by the 'immutable          | Unchanging.   |
| principles of 'justice—that during all ages a     | Right.        |
| 'latent spark of the fire of rational liberty     | Concealed.    |
| has 'glowed in the human breast—that nearly       | Burned.       |
| 10 four thousand years ago the 'seeds of republic | Elements.     |
| ican principles were 'scattered over the          | Disseminated. |
| 'face of the earth by inspiration—and when        | Surface.      |
| the world 'seemed to be shrouded in political     | Appeared.     |
| 'darkness—when the sun of human liberty           | Ignorance.    |
| 15 had set upon the melancholy 'wreck of an-      | Ruin.         |

The difficult Questions are elucidated in the Appendix.

(§ 1.) 1. Repeat the substance of section first. 2. To whom do you suppose the principles of republicanism were given by inspiration?

|                                                                                                                                                                                               |                                  |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------|
| cient republics—the Almighty, whose 'in-scrutable wisdom is often 'concealed from mortal 'view, brought to light a new world.                                                                 | Unsearchable.<br>Hidden.<br>Ken. |
| (§ 2.) 'Therein liberty, flying before the po-<br>20 tentates of the earth, 'chose for itself a secret asylum. 'Thither the oppressed and down-trodden of all the 'nations of the earth fled— | In that place.<br>Selected.      |
| and though they were not able to 'shake off entirely all the 'shreds of tyranny and of                                                                                                        | To that place<br>Kingdoms.       |
| 25 'bigotry, yet the commingling of all nations and of all 'creeds enabled them more properly to 'appreciate the moral worth of man                                                           | Cast.<br>Fragments.              |
| —to value more highly his 'industry—the intellectual and pure qualities of the 'soul—                                                                                                         | Blind zeal.<br>Symbols.          |
| 30 to attain the nearest 'approximation of the age to an universal 'brotherhood—the true                                                                                                      | Prize.<br>Labor.                 |
| 'standard of human dignity.                                                                                                                                                                   | Mind.<br>Approach.               |
| (§ 3.) Hence we find, 'soon after the settlement of this country, several 'instances                                                                                                          | Fraternity.<br>Criterion.        |
| 35 of an association of the 'people of America for mutual defence and 'protection, while                                                                                                      | Shortly.<br>Examples.            |
| owing allegiance to the British 'crown. As early as 1643, only twenty-three years 'after                                                                                                      | Inhabitants.<br>Preservation.    |
| the first 'settlement of New England, the                                                                                                                                                     | Throne.<br>Succeeding.           |
| 40 'colonies of Massachusetts, Plymouth, Connecticut, and New Haven, formed a 'league,                                                                                                        | Peopling.<br>Provinces.          |
|                                                                                                                                                                                               | Compact.                         |

3. What is meant by the expression "bringing to light a new world," in the 18th line? 4. How does the world now compare with its condition at that time? (§ 2.) 5. Repeat the substance of section second. 6. Can you give some account of the causes of the first settlement of this country? 7. What was the religious and political condition of mankind when this country was first settled? 8. What is the highest attainment of human society? (§ 3.) 9. Repeat the substance of section third. 10. What is the difference between *instances* and *examples*,



|                                                         |                         |
|---------------------------------------------------------|-------------------------|
| offensive and defensive, firm and 'perpetual,           | Enduring.               |
| under the 'name of the United Colonies of               | Title.                  |
| New England. The 'authority to regulate                 | Power.                  |
| 45 their general concerns, and 'especially to           | Above all.              |
| levy war and make 'requisitions upon each               | Demands.                |
| component colony for men and 'money ac-                 | Means.                  |
| cording to its population, was 'vested in an            | Given to.               |
| annual congress of commissioners 'delegated             | Deputed.                |
| 50 by the several 'colonies. This confederacy,          | Provinces.              |
| after 'subsisting forty-three years, was arbi-          | Existing.               |
| trarily 'dissolved by James II., in 1686.               | Broken up.              |
| (§ 4.) A 'congress of governors and com-                | Diet.                   |
| missioners from other colonies, 'as well as             | Besides.                |
| 55 those of New England, for the sake of 'fra-          | Brotherly.              |
| ternal union and the 'protection of their               | Defence.                |
| 'western frontier, was held at Albany, in 1722.         | Internal.               |
| A more 'mature congress was held at the                 | Perfect.                |
| same place in 1754, 'consisting of <sup>2</sup> commis- | Comprising.             |
| 60 sioners <sup>3</sup> from New Hampshire, Massachu-   | <sup>2</sup> Delegates. |
| setts, Rhode Island, Connecticut, New York,             | <sup>3</sup> Sent by.   |
| Pennsylvania, and Maryland. This 'con-                  | Assembly.               |
| gress was 'called at the instance of the Brit-          | Convened.               |
| ish 'government, to take into consideration             | Ministry.               |
| 65 the best 'means of defending America in the          | Way.                    |
| event of a war with France, then 'appre-                | Feared.                 |
| hended. The object of the 'crown was to                 | Government.             |
| effect treaties with the 'Indians through this          | Savages.                |
| congress; but most of the 'commissioners,               | Members.                |
| 70 among whom was the 'illustrious Franklin,            | Renowned.               |

in the 34th line? ' 11. Between *subsisting* and *existing*, in the 51st line? (§ 4.) 12. Give a synopsis of section fourth. 13. What is the difference between *apprehended* and *feared*, in the 66th line? 14. Between *Indians* and *savages*, in the 68th line? (§ 5.) 15. Give a detailed ac-

had more enlarged and 'philanthropic views. They advanced and 'promulgated some invaluable truths, of which the proper 'reception by their 'countrymen prepared the way  
75 for future independence and 'fraternal union.

(§ 5.) From this 'assembly, the king and parliament 'anticipated much support; they hoped insidiously to bribe its 'leading members by offices, and 'furthermore sent their  
80 'emissaries to divide the colonies into several 'confederacies, so that they might be the easier 'controlled; but all the plans of the crown were signally 'baffled. The sagacious commissioners, with Franklin for their 'chair-  
85 man, drew up a 'plan of united government. consisting of a general 'council of delegates, to be chosen by the 'provincial assemblies, and a president general to be 'appointed by the 'crown. (§ 6.) Many of the rights of  
90 war and peace, and the 'authority to lay and levy imposts and taxes, were 'proposed to be vested in this council, subject to the 'negative of the president; and the 'union was to 'embrace all the colonies. This bold project  
95 was rejected by the king, who was 'alarmed at the republican principles 'contained therein; and, by those 'arts among the office-holders which 'kingly governments so adroitly practise, its rejection was 'procured in every co-

Benevolent.  
Made public.  
Admission.  
Compatriots.  
Brotherly.  
Convocation.  
Expected.  
Prominent.  
Moreover.  
Secretagents  
Leagues.  
Governed.  
Defeated.  
Leader.  
Method.  
Body.  
Colonial.  
Designated.  
King.  
Power.  
Intended.  
Veto.  
Confederacy.  
Include.  
Frightened.  
Embodied.  
Artifices.  
Regal.  
Contrived and effected.

count of section fifth. 16. What is the difference between *assembly* and *convocation*, in the 76th line? 17. Between *baffled* and *defeated*, in the 83d line? (§ 6.) 18. Give a synopsis of section sixth. 19. What is the difference between *embrace* and *include*, in the 94th line? 20. Between

|     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                |
|-----|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------|
| 100 | lonial assembly, and 'singular as it may appear, on the ground of its 'favouring the 'Crown.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Curious.<br>Benefiting.<br>Government.                                         |
|     | (§ 7.) Thus, by the 'swarms of kingly officers who filled the colonies, 'prejudice                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Multitudes.<br>Bias.                                                           |
| 105 | was excited against the 'purest patriots, and for several years these kingly 'parasites succeeded in exciting much 'jealousy and animosity among the 'colonies. So great was the 'disaffection, fostered mainly by monarchical 'intrigue, that even Franklin despaired of a general and a 'permanent union. But when the corruption and the 'tyranny of the government became 'apparent to the majority of the people, they 'meted out merited scorn to the British rulers, and 'reposed the utmost 'confidence in their own patriotic Congress. (§ 8.) The 'passage of the stamp-act by the British Parliament, in 1765, 'imposing a small tax on paper, 'roused a general | Most disinterested.<br>Sycophants.<br>Envy.<br>Plantations.<br>Unfriendliness. |
| 110 | indignation 'throughout all the colonies; not that the tax was grievous to be 'borne, or that there was anything 'unjust in taxing paper, for several states have imposed a 'similar tax; but the 'opposition was on the                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Finesse.<br>Lasting.<br>Despotism.<br>Evident.<br>Measured.                    |
| 115 | 'ground that Parliament had no right to tax the 'colonies, and that taxation and representation were 'inseparable. A congress of                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Placed.<br>Trust.<br>Enactment.<br>Laying.<br>Awakened.                        |
| 120 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | In every part of.<br>Supported.<br>Wrong.<br>Like.                             |
| 125 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Resistance.<br>Principle.<br>Settlements.<br>Indivisible.                      |

*kingly* and *regal*, in the 98th line? (§ 7.) 21. Of what does section seventh treat? 22. What is the difference between *swarms* and *multitudes*, in the 103d line? 23. Between *jealousy* and *envy*, in the 107th line? (§ 8.) 24. What is the subject of section eighth? 25. What is the difference between *borne* and *supported*, in the 121st line? 26. Be-



'delegates from nine colonies met at New York in October, 1765, at the 'instance and  
 130 'recommendation of Massachusetts. The colonies 'represented were Mass., R. I., Conn., 'N. Y., N. J., Pa., Del., Md., and S. C. The declaration of rights of this body 'asserted, that the 'sole power of taxation lay  
 135 in the 'colonial legislatures, and that the 'restrictions imposed on the colonies by late 'acts of Parliament, were unjust. The Congress also adopted an 'address to the king, and a petition to '*each house of Parliament*.  
 140 (§ 9.) The Congress of 1765 was only '*a preparatory* step to the more 'extended and 'lasting union, which took place at Philadelphia, in September, 1774, and laid the 'foundations of the American 'Republic. The  
 145 'meeting of this Congress was first recommended by a town-meeting of the 'people of Providence, Rhode Island, 'followed by the 'Assemblies of Massachusetts and Virginia, and by other public bodies and 'meetings of  
 150 the people. In some of the colonies, 'delegates were appointed by the 'popular branch of the legislature; in others, by 'conventions of the people. The deputies 'convened September 4, 1774; and, after 'choosing officers, adopted certain 'fundamental rules of  
 155 'legislation.

Deputies.  
 Suggestion.  
 Commendation.  
 Personated.  
 New York.  
 Maintained.  
 Only.  
 Provincial.  
 Restraints.  
 Edicts.  
 Official message.  
 The Lords and Commons.  
 An introductory.  
 Enlarged.  
 Permanent.  
 Groundwork.  
 Union.  
 Assembling.  
 Inhabitants.  
 Succeeded.  
 Legislatures.  
 Gatherings.  
 Members.  
 Elective.  
 Meetings.  
 Met.  
 Selecting.  
 Radical.  
 Law-making.

tween *similar* and *like*, in the 123d line? (§ 9.) 27. Repeat the subject of section ninth. 28. What is the difference between *lasting* and *permanent*, in the the 142d line? 29. Between *conventions* and *meetings*, in the 152d line?

## LESSON XIX.

|    |                                                  |                |
|----|--------------------------------------------------|----------------|
| 5  | rectly from the people, it has been 'called      | Convened.      |
|    | "the revolutionary government." It 'termi-       | Supreme.       |
|    | nated only when regularly 'superseded by         | In fact.       |
|    | the 'confederated government, in 1781. Its       | Primary.       |
|    | first 'act was the declaration, that in deciding | Named.         |
| 10 | questions in this Congress, each 'colony         | Ended.         |
|    | should have but one 'vote; and this was the      | Supplanted.    |
|    | 'established course through the revolution.      | Consolidated   |
|    | It 'proposed a general Congress to be held       | Deed.          |
|    | at the same place, in May of the next 'year.     | State.         |
| 15 | It was this Congress which 'passed, October      | Voice.         |
|    | 14th, 1774, the Bill of Rights, which 'set       | Fixed.         |
|    | forth the great 'principles of national liberty. | Recommended.   |
|    | (§ 2.) It was the 'violation of this bill of     | Season.        |
|    | 'rights that was the cause of the American       | Enacted.       |
| 20 | revolution. The 'grievances under which          | Proclaimed.    |
|    | the colonies 'labored being unredressed by       | Truths.        |
|    | the British government, Congress 'issued a       | Infringement   |
|    | declaration of independence, 'July 4th, 1776,    | Just claims.   |
|    | and 'claimed a place among the nations of        | Oppressions.   |
|    | 25 the earth, and the 'protection of their ac-   | Toiled.        |
|    |                                                  | Sent forth.    |
|    |                                                  | Seventh month. |
|    |                                                  | Requested.     |
|    |                                                  | Defence.       |

(§ 1.) 1. Repeat the substance of section first. 2. In how many sentences can you use the word *May*, in the 14th line, so that in each case it shall convey a different meaning? 3. Is *season*, in the 14th line, used in its limited or extended sense? 4. In how many sentences can you use the word *principles*, in the 17th line, so that in each case it shall convey a different meaning? (§ 2.) 5. From what is *infringement* derived, in the 18th line? 6. Repeat the substance of section

knowledge<sup>d</sup> law. The 'declaration of the Bill of Rights, and of 'Independence, is the 'basis on which the Constitution was founded, and after this declaration of 'rights the colo-  
 30 nies may be 'considered as a separate and distinct 'nation.

(§ 3.) 'Anterior to this time, there were three 'distinct forms of government existing in the colonies, 'to wit: The *Provincial* or  
 35 *Royal*, 'Proprietary, and *Charter* govern-  
 ments. The *Provincial* or 'Royal govern-  
 ments 'existed under the immediate govern-  
 ment of the king of England, and were 'en-  
 tirely under his control. Under this 'form  
 40 of 'government, New Jersey, New Hamp-  
 shire, and South Carolina were 'governed  
 as provinces, at the 'time of the declaration  
 of rights. The 'Charter governments were  
 great political corporations, 'derived from  
 45 and 'dependent on the Crown. (§ 4.) The  
*Charter* governments 'approximated nearest  
 to that of 'the mother country, and its citizens  
 had the greatest 'protection in their rights.  
 The 'powers of this government were, like  
 50 that of England and our Constitution, 'dis-  
 tributed into three great 'departments — the  
 Executive, the 'Legislative, and the Judicial.

Fromulga<sup>tion</sup>.  
 Freedom.  
 Ground-work.  
 Privileges.  
 Regarded.  
 People.  
 Previous.  
 Separate.  
 That is to say.  
 Grantee.  
 Kingly.  
 Continued.  
 Completely.  
 System.  
 Polity.  
 Ruled.  
 Period.  
 Corporated  
 Obtained.  
 Subservient to.  
 Approached  
 England.  
 Defence.  
 Duties.  
 Divided.  
 Divisions.  
 Law-enact<sup>ing</sup>.

second. 7. What is the difference between *considered* and *regarded*, in the 30th line? (§ 3.) 8. Give a synopsis of section third. 9. In how many sentences can you use *form*, in the 39th line, in each of which it shall convey a different meaning? 10. What is the difference between *form* and *system*, in the 39th line? 11. Why does on follow dependent, and to subservient, in the 45th line? (§ 4.) 12. What were



|                                                      |                     |
|------------------------------------------------------|---------------------|
| The Charter governments, at the 'time of the         | Period.             |
| 'declaration of rights, were Mass., R. I., and       | Promulgation.       |
| 55 Conn. (§ 5.) The ' <i>Proprietary</i> governments | Deputy.             |
| were written 'grants from the king to one or         | Permissions.        |
| more persons, 'conveying to them the general         | Transferring.       |
| powers of government within their 'pre-              | Specified.          |
| scribed territories. The proprietors 'exer-          | Used.               |
| 60 cised similar power, and acted 'instead of        | In place.           |
| the king, and, like him, 'had power at any           | Possessed.          |
| time to convene or 'prorogue, and also to            | Adjourn.            |
| negative, or even 'repeal any of the acts of         | Annul.              |
| the Assemblies. The Proprietary 'govern-             | Administrations     |
| 65 ments, at the time of the declaration of 'rights, | Privileges.         |
| were Pa., 'Del., and Md.                             | Delaware.           |
| (§ 6.) 'Hence it appears that the king was           | From this.          |
| not only 'represented, but had, or rather,           | Personated.         |
| claimed the 'right, either directly or indi-         | Authority.          |
| 70 rectly, to 'abolish any law, or dissolve any      | Annul.              |
| legislative assembly in the colonies. A 'ma-         | Plurality.          |
| jority of the governors and 'council in the          | Executive advisers. |
| colonies, were appointed 'directly by the king.      | Immediately.        |
| The judges, and the 'incumbents of all im-           | Holders.            |
| 75 portant 'places, were also dependent upon         | Situations.         |
| the king for their 'continuance in office,           | Stay.               |
| though generally 'paid by the colonists. (§ 7.)      | Recompensed.        |
| It was the 'supercilious acts of the governors,      | Overbearing.        |
| and the 'exercise of despotic power by the           | Use.                |

the Charter governments? (§ 5.) 13. What were Proprietary governments? 14. Why is it necessary to use the preposition *to* after *conveying*, in the 57th line? 15. What is the difference between *prorogue* and *adjourn*, in the 62d line? (§ 6.) 16. In how many sentences can you use the word *right*, in the 69th line, so that in each case it shall not only convey a different meaning, but also be a different part of speech? (§ 7.) 17. What caused the declaration of rights? 18. From

|                                                                                                                                                                                                                                       |                              |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------|
| 80 king, that 'led to the declaration of rights, which was in direct opposition to the 'arrogated authority of the 'British government, and 'asserted in substance that the king had 'violated the common law of England; and,        | Caused.                      |
|                                                                                                                                                                                                                                       | Assumed.                     |
|                                                                                                                                                                                                                                       | English.                     |
|                                                                                                                                                                                                                                       | Maintained.                  |
|                                                                                                                                                                                                                                       | Broken.                      |
| 85 as the colonists never retracted the 'least portion of the 'declaration of rights, they may be 'considered as forming a distinct nation from that 'time; though in their addresses to the 'king and parliament they                | Smallest.                    |
|                                                                                                                                                                                                                                       | Assertion.                   |
|                                                                                                                                                                                                                                       | Regarded.                    |
|                                                                                                                                                                                                                                       | Period.                      |
|                                                                                                                                                                                                                                       | Throne.                      |
| 90 professed the utmost 'loyalty, and undoubtedly hoped that all 'grievances would be speedily redressed, and 'consequently that there would be no 'necessity for the proposed 'meeting in 1776.                                      | Fidelity.                    |
|                                                                                                                                                                                                                                       | Wrongs.                      |
|                                                                                                                                                                                                                                       | Therefore.                   |
|                                                                                                                                                                                                                                       | Occasion.                    |
|                                                                                                                                                                                                                                       | Convention.                  |
| 95 (§ 8.) It is important to 'bear in mind the situation of the colonies 'previous to their declaration of rights, in order to 'understand correctly the political 'progress of our country, and 'especially the Declaration of Inde- | Remember.                    |
|                                                                                                                                                                                                                                       | Prior.                       |
|                                                                                                                                                                                                                                       | Comprehend.                  |
|                                                                                                                                                                                                                                       | Advancement.                 |
|                                                                                                                                                                                                                                       | Above all.                   |
| 100 pendence and the 'palladium of liberty. It may here be 'observed, that the framers of the 'Constitution considered the declaration of rights passed in 1774, and that of 'independence in 1776, as 'setting forth all the         | Shield.                      |
|                                                                                                                                                                                                                                       | Mentioned.                   |
|                                                                                                                                                                                                                                       | System of rules.             |
|                                                                                                                                                                                                                                       | Exemption from British rule. |
|                                                                                                                                                                                                                                       | Making apparent              |
| 105 great principles of American liberty: 'hence they deemed it unnecessary to 'precede the Constitution with any further 'formal declaration of a 'new bill of rights. (§ 9.) But                                                    | Accordingly.                 |
|                                                                                                                                                                                                                                       | Preface.                     |
|                                                                                                                                                                                                                                       | Express.                     |
|                                                                                                                                                                                                                                       | Fresh.                       |

what time may the colonists be deemed independent of Great Britain? 19. What is the general meaning of *loyalty*, in the 90th line? (§ 8.) 20. What is meant by the expression "palladium of liberty," in the 100th line? 21. To what does *that*, in the 103d line, refer? (§ 9.) 22.

|                                                            |                            |
|------------------------------------------------------------|----------------------------|
| the American people are so ' <i>extremely care-</i>        | Jealous.                   |
| 110 <i>ful</i> of their rights, and desirous of 'transmit- | Imparting.                 |
| ting them to posterity in 'unsullied purity,               | Spotless.                  |
| that the 'Congress of the United States, on                | National As-               |
| the 25th of 'September, 1789, proposed ten                 | sembly.<br>Ninth month.    |
| 'amendments to the Constitution, which more                | Additions.                 |
| 115 'clearly and definitely specify the rights of          | Explicitly.                |
| the people, 'prescribe the duties of Congress,             | Ordain.                    |
| and the 'limit of the Constitution. But the                | Extent.                    |
| substance of these amendments is, as 'before               | Heretofore.                |
| intimated, 'contained in the original bill of              | Comprised.                 |
| 120 rights; which, though 'thus rendered less              | By this means.             |
| 'prominent, will ever remain the basis of that             | Conspicuous.               |
| enduring monument of the sages and 'patriots               | Champions.                 |
| of the 'revolution—the Constitution.                       | Change of go-<br>vernment. |

In how many sentences can you use the word *sages*, in the 122d line, so that it shall convey a different meaning in each case? 23. What is the meaning of *patriots* and *champions*, in the 122d line?

## LESSON XX.

### 'DECLARATION OF RIGHTS

OF THE 'CONTINENTAL CONGRESS, OCTOBER 14, 1774.

|                                               |                  |
|-----------------------------------------------|------------------|
| (§ 1.) WHEREAS, since the 'close of the last  | Proclamation.    |
| war, the British Parliament, 'claiming a      | Federal.         |
| power of right to 'bind the people of America | Conclusion.      |
| by 'statutes in all cases whatsoever, hath in | Asserting.       |
| 5 some acts 'expressly imposed taxes on them, | Restrain.        |
| and in others, under various 'pretences, but  | Laws.            |
|                                               | In direct terms. |
|                                               | Pretexts.        |

The difficult Questions are elucidated in the Appendix.

(§ 1.) 1. When and by whom was the declaration of the bill of rights made? 2. Repeat the substance of section first. 3. What is the difference between *pretences* and *pretexts*, in the 6th line? (§ 2.)



|                                                                                                                                       |                                            |
|---------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------|
| in fact for the purpose of raising a 'revenue, hath 'imposed rates and duties payable in these 'colonies, established a Board of Com- | Income.                                    |
| 10 missioners, with 'unconstitutional powers,                                                                                         | Levied.                                    |
| and extended the 'jurisdiction of Courts of                                                                                           | Provinces.                                 |
| Admiralty, not only for 'collecting the said                                                                                          | Illegal.                                   |
| duties, but for the trial of 'causes merely                                                                                           | Control.                                   |
| 'arising within the body of a county :                                                                                                | Gathering.                                 |
| 15 (§ 2.) And whereas, 'in consequence of                                                                                             | Cases.                                     |
| other statutes, judges, who 'before held only                                                                                         | Originating.                               |
| 'estates at will in their offices, have been                                                                                          | By means.                                  |
| made dependent on the 'crown alone, for                                                                                               | Formerly.                                  |
| their 'salaries, and standing armies kept in                                                                                          | Titles.                                    |
| 20 times of peace ; and whereas, it has 'lately                                                                                       | King.                                      |
| been resolved in 'Parliament, that by force                                                                                           | Yearly pay.                                |
| of a statute, 'made in the thirty-fifth year of                                                                                       | Recently.                                  |
| the 'reign of King Henry the VIII., colonists                                                                                         | The Assembly of<br>Lords and Com-<br>mons. |
| may be 'transported to England, and tried                                                                                             | Enacted.                                   |
| 25 there, upon 'accusations for treasons and                                                                                          | Rule.                                      |
| 'misprisions, or concealments of treasons                                                                                             | Conveyed.                                  |
| 'committed in the colonies, and, by a late                                                                                            | Charges.                                   |
| 'statute, such trials have been directed in                                                                                           | Misdemeanors.                              |
| cases therein 'mentioned :                                                                                                            | Perpetrated.                               |
| 30 (§ 3.) And whereas, in the last 'session of                                                                                        | Enactment.                                 |
| Parliament, three 'statutes were made ; one                                                                                           | Stated.                                    |
| entitled, 'An act to 'discontinue, in such man-                                                                                       | Sitting.                                   |
| ner and for such 'time as are therein men-                                                                                            | Regulations.                               |
| tioned, the landing and 'discharging, lading,                                                                                         | Postpone.                                  |
| 35 or 'shipping of goods, wares, and merchan-                                                                                         | Period.                                    |
| dise, at the town and within the 'harbor of                                                                                           | Unloading.                                 |
|                                                                                                                                       | Putting on board<br>of vessels.            |
|                                                                                                                                       | Port.                                      |

4. Repeat the substance of section second. 5. To what does *their* refer in the 19th line? (§ 3.) 6. Repeat the substance of section third.

Boston, in the 'province of Massachusetts Bay in North America;' another 'entitled, 'An act for the better 'regulating the govern-  
 40 ment of the 'province of Massachusetts Bay, in New England;' and another 'entitled, 'An act for the impartial 'administration of justice, in the cases of persons 'questioned for any act done by them in the 'execution of  
 45 the law, or for the 'suppression of riots and 'tumults, in the province of the Massachusetts Bay, in New England:' and 'another statute was then made, 'for 'making more effectual 'provision for the government of the  
 50 province of 'Quebec,' &c. All which statutes are 'impolitic, unjust, and cruel, as well as unconstitutional, and most 'dangerous and '*destructive of* American rights.

(§ 4.) And whereas, 'assemblies have been  
 55 frequently 'dissolved, contrary to the rights of the people, when they attempted to 'deliberate on 'grievances: and their dutiful, humble, loyal, and reasonable petitions to the 'crown for 'redress, have been repeatedly treated  
 60 with 'contempt by his majesty's ministers of 'state:

The '*good people* of the <sup>2</sup>several <sup>3</sup>colonies of New Hampshire, Massachusetts Bay, Rhode Island and Providence Plantations,  
 65 Connecticut, New York, New Jersey, 'Pennsylvania, Newcastle, Kent, 'and Sussex, on

Colony.  
 Called.  
 Directing.  
 Settlement.  
 Styled.  
 Dispensation  
 Tried.  
 Performance  
 Restraint.  
 Commotions  
 A further.  
 Rendering.  
 Arrangements.  
 Canada.  
 Unwise.  
 Perilous.  
 Ruinous to  
 Meetings.  
 Broken up.  
 Consult.  
 Oppressions.  
 Government.  
 Relief.  
 Disdain.  
 Public affairs  
<sup>1</sup>Inhabitants.  
<sup>2</sup>Different.  
<sup>3</sup>Provinces.  
 Penn's Wood  
 Also.

7. What is the difference between *suppression* and *restraintment*, in the 45th line? (§ 4.) 8. Repeat the substance of section fourth. 9. What is the difference between *disdain* and *contempt*, in the 60th line?

|                                                                                                                                                                                                                                         |                     |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------|
| 'Delaware, Maryland, Virginia, North Carolina, and South Carolina, justly 'alarmed at these 'arbitrary proceedings of parliament                                                                                                        | The River Delaware. |
| 70 and 'administration, have severally elected, constituted, and appointed 'deputies to meet and sit in general 'congress, in the city of Philadelphia, in order to 'obtain such establishment, as that their religion, laws, and 'lib- | Terrified.          |
| 75 erties may not be 'subverted; whereupon the deputies so appointed being now 'assembled, in a ' <i>full and free</i> representation of these colonies, taking into their most 'serious consideration the best 'means of attaining     | Despotic.           |
| 80 the 'ends aforesaid, do, in the first place, as Englishmen, their 'ancestors, in like cases have usually done, for 'asserting and vindicating their rights and liberties, 'DECLARE,                                                  | The ministry        |
| (§ 5.) That the inhabitants of the 'English                                                                                                                                                                                             | Agents.             |
| 85 colonies in North America, by the 'immutable laws of nature, the 'principles of the English constitution, and the several 'charters or 'compacts, have the following RIGHTS.                                                         | Assembly.           |
| 'Resolved, N. C. D.* 1. That they are en-                                                                                                                                                                                               | Procure.            |
| 90 titled to life, liberty, and 'property; and they have never 'ceded to any sovereign power whatever a right to ' <i>dispose of</i> either, without their 'consent.                                                                    | Freedom.            |
| Resolved, 'N. C. D. 2. That our ances-                                                                                                                                                                                                  | Overthrown.         |
| 95 tors, who first 'settled these colonies, were,                                                                                                                                                                                       | Convened.           |
|                                                                                                                                                                                                                                         | Perfect.            |
|                                                                                                                                                                                                                                         | Earnest.            |
|                                                                                                                                                                                                                                         | Way.                |
|                                                                                                                                                                                                                                         | Purposes.           |
|                                                                                                                                                                                                                                         | Forefathers.        |
|                                                                                                                                                                                                                                         | Maintaining.        |
|                                                                                                                                                                                                                                         | Proclaim.           |
|                                                                                                                                                                                                                                         | British.            |
|                                                                                                                                                                                                                                         | Unchangeable.       |
|                                                                                                                                                                                                                                         | Truths.             |
|                                                                                                                                                                                                                                         | Grants.             |
|                                                                                                                                                                                                                                         | Agreements.         |
|                                                                                                                                                                                                                                         | Determined.         |
|                                                                                                                                                                                                                                         | Possessions.        |
|                                                                                                                                                                                                                                         | Granted.            |
|                                                                                                                                                                                                                                         | Give away.          |
|                                                                                                                                                                                                                                         | Permission.         |
|                                                                                                                                                                                                                                         | Unanimously         |
|                                                                                                                                                                                                                                         | Planted.            |

(§ 5.) 10. Repeat the substance of section fifth. 11. What is the difference between *compacts* and *agreements*, in the 88th line? (§ 6.)

\* *Nemine contradicente*, no person opposing or disagreeing.



|     |                                                                                                                                                                                                                                      |                                  |
|-----|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------|
|     | at the time of their 'emigration from the mother country, entitled to all the 'rights, liberties, and 'immunities of free and natural-born subjects, within the 'realm of England.                                                   | Removal.                         |
| 100 | (§ 6.) Resolved, N. C. D. 3. That, by 'such emigration, they by no means forfeited, 'surrendered, or 'lost any of those rights, but that they were, and their 'descendants now are, entitled to the exercise and 'enjoyment          | Prerogatives.                    |
|     | of all such of them as their ' <i>local and other circumstances enable</i> them to 'exercise and 'enjoy.                                                                                                                             | Privileges.                      |
| 105 |                                                                                                                                                                                                                                      | Dominion.                        |
|     | Resolved, 4. That the 'foundation of English liberty, and of all 'free government, is a                                                                                                                                              | That.                            |
| 110 | right in the people to 'participate in their legislative council ; and as the English 'colonists are not represented, and, from their 'local and other 'circumstances, cannot properly be 'represented in the British parliament,    | Gave up.                         |
| 115 | they are entitled to a free and 'exclusive power of legislation in their several 'provincial 'legislatures, where their right of representation can alone be 'preserved, in all cases of taxation and internal 'polity, subject only | Alienated.                       |
| 120 | to the 'negative of their sovereign, in such manner as has been heretofore ' <i>used and accustomed</i> ; but, from the 'necessity of the case, and a regard to the 'mutual interests of both countries, we 'cheerfully consent to   | Children.                        |
| 125 | the 'operation of such acts of the British                                                                                                                                                                                           | Fruition.                        |
|     |                                                                                                                                                                                                                                      | Situation allows.                |
|     |                                                                                                                                                                                                                                      | Use.                             |
|     |                                                                                                                                                                                                                                      | Hold.                            |
|     |                                                                                                                                                                                                                                      | Basis.                           |
|     |                                                                                                                                                                                                                                      | Liberal.                         |
|     |                                                                                                                                                                                                                                      | Have a share.                    |
|     |                                                                                                                                                                                                                                      | Emigrants and their descendants. |
|     |                                                                                                                                                                                                                                      | Distant.                         |
|     |                                                                                                                                                                                                                                      | Conditions.                      |
|     |                                                                                                                                                                                                                                      | Personated.                      |
|     |                                                                                                                                                                                                                                      | Sole.                            |
|     |                                                                                                                                                                                                                                      | Colonial.                        |
|     |                                                                                                                                                                                                                                      | Assemblies.                      |
|     |                                                                                                                                                                                                                                      | Sustained.                       |
|     |                                                                                                                                                                                                                                      | Legislation.                     |
|     |                                                                                                                                                                                                                                      | Veto.                            |
|     |                                                                                                                                                                                                                                      | Habitual.                        |
|     |                                                                                                                                                                                                                                      | Unavoidableness                  |
|     |                                                                                                                                                                                                                                      | Reciprocal.                      |
|     |                                                                                                                                                                                                                                      | Willingly.                       |
|     |                                                                                                                                                                                                                                      | Agency.                          |

12. Repeat the substance of section sixth. 13. What is the difference between *foundation* and *basis*, in the 108th line ? 14. Between *restricted*

|                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                 |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------|
| <p>parliament as are, <i>bona fide</i>, 'restrained to the regulation of our 'external commerce, for the purpose of 'securing the commercial 'advantages of the whole empire to the mo-<br/> 130 ther country, and the 'commercial benefits of its respective members ; excluding every 'idea of taxation, internal or external, for raising a revenue on the 'subjects in America, without their 'consent.</p> | <p>Restricted.<br/>Foreign.<br/>Ensuring.<br/>Benefits.<br/>Trading.<br/>Several.<br/>Notion.<br/>Denizens.<br/>Permission.</p> |
| <p>135 (§ 7.) Resolved, N. C. D. 5. That the 'respective colonies are entitled to the 'common law of England, and more 'especially to the great and 'inestimable privilege of being tried by their peers of the 'vicinage, accord-<br/> 140 ing to the 'course of that law.</p>                                                                                                                                 | <p>Different.<br/>Unwritten.<br/>Particularly.<br/>Invaluable.<br/>Neighborhood.<br/>Manner.</p>                                |
| <p>Resolved, 6. That they '<i>are entitled</i> to the 'benefit of such of the English statutes as existed at the time of their 'colonization ; and which they have, by 'experience, re-<br/> 145 spectively found to be 'applicable to their several 'local and other circumstances.</p>                                                                                                                        | <p>Have a claim<br/>Advantages.<br/>Migration.<br/>Trial.<br/>Adequate.<br/>Geographical</p>                                    |
| <p>Resolved, N. C. D. 7. That these, '<i>his ma-<br/> 150 jesty's</i> colonies, are 'likewise entitled to all the immunities and privileges, 'granted and 'confirmed to them by royal charters, or se-<br/> cured by their several 'codes of provincial 'laws.</p>                                                                                                                                              | <p>The King's.<br/>Also.<br/>Bestowed.<br/>Corroborated<br/>Collections.<br/>Regulations.</p>                                   |
| <p>(§ 8.) Resolved, N. C. D. 8. That they 'have a right 'peaceably to assemble, consider of<br/> 155 their grievances, and 'petition the king ; and</p>                                                                                                                                                                                                                                                         | <p>Possess.<br/>Quietly.<br/>Memorialize.</p>                                                                                   |

and *restrained*, in the 126th line ? (§ 7.) 15. Repeat the substance of section seventh. 16. What is the difference between *experience* and *trial*, in the 144th line ? (§ 8.) 17. Repeat the substance of section

that all prosecutions, prohibitory 'proclamations, and 'commitments for the same, are 'illegal.

Resolved, N. C. D. 9. That the 'keeping a  
160 '*standing army* in these colonies, in times of peace, without the 'consent of the legislature of that colony in which such army is 'kept, is 'against law.

Resolved, N. C. D. 10. It is 'indispensably  
165 necessary to good government, and 'rendered 'essential by the English constitution, that the constituent 'branches of the legislature be independent of each other; that, 'therefore, the 'exercise of legislative power, in several  
170 colonies, by a council appointed, during 'pleasure, by the 'crown, is unconstitutional, dangerous, and 'destructive to the freedom of American 'legislation.

(§ 9.) All and each of which, the 'afore-  
175 said 'deputies, in behalf of themselves and their constituents, do claim, demand, and '*insist on*, as their 'indubitable rights and liberties; which cannot be 'legally taken from them, 'altered, or abridged, by any power  
180 whatever, without their own 'consent, by their 'representatives in their several provincial 'legislatures.

(§ 10.) These 'declarations met with a

Declarations of the King's will.

Imprisonments.

Unlawful.

Maintaining.

Permanent military force.

Approval.

Retained.

Contrary to.

Absolutely.

Made.

Important in the highest degree.

Divisions.

Consequently

Use.

Will.

King.

Ruinous.

Law-making.

Above-mentioned.

Delegates.

Persist in.

Incontrovertible.

Lawfully.

Changed.

Permission.

Deputies.

Assemblies.

Resolves.

eighth. 18. What is the difference between *kept* and *retained*, in the 162d line? (§ 9.) 19. Repeat the substance of section ninth. 20. What is the difference between *altered* and *changed*, in the 179th line? (§ 10.) 21. What does *thus*, mean in the 185th line? 22. What is the



|     |                      |
|-----|----------------------|
|     | Rejoinder.           |
| 185 | Fortunately.         |
|     | Persevered in.       |
|     | Venerated.           |
|     | Alteration.          |
|     | Polity.              |
| 190 | Provincial.          |
|     | Clothed.             |
|     | Optional.            |
|     | Absolute.            |
|     | Violence.            |
| 195 | Begun.               |
|     | Dependency.          |
|     | Ardo.                |
|     | Made ready.          |
|     | Reasons for.         |
| 200 | Going to war.        |
|     | Arrange.             |
|     | Rules.               |
|     | Bills of credit      |
|     | Peculiar privileges. |
| 205 | Stimulated.          |
|     | Aggressions.         |
|     | Earth.               |
|     | Finally.             |
|     | Federate.            |
| 210 | Self-reliant.        |
|     |                      |

difference between *revered* and *venerated*, in the 187th line? (§ 11.) 23. Of what does section eleventh treat? 24. What phrases will give the sense of *repeatedly*, in the 206th line? 25. In how many ways can you use *soil*, in the 207th line, so as to convey in each case a different meaning? 26. What words are definitions, in section eleven?—what synonyms?—what neither? 27. What battles are alluded to in the 195th line?

## LESSON XXI.

## DECLARATION OF INDEPENDENCE.

(§ 1.) A 'DECLARATION by the representatives  
of the United States of America, in 'Con-  
gress assembled. 'Passed, Thursday,  
'July 4th, 1776.

Proclamation  
Convention.  
Adopted.  
Seventh month.

5 When, in the course of human 'events, it  
becomes necessary for one people to 'dissolve  
the political 'bands which have connected  
them with another, and to 'assume among  
the powers of the earth the 'separate and  
10 equal station to which the 'laws of nature,  
and of nature's God, 'entitle them, a decent  
respect to the opinions of mankind 'requires,  
that they should 'declare the causes which  
'impel them to the separation.

Occurrences.  
Destroy.  
Ties.  
Take.  
Distinct.  
Decrees.  
Give them a  
claim.  
Demands.  
Avow.  
Urge.

15 (§ 2.) We hold these 'truths to be self-evi-  
dent: that all men are 'created equal; that  
they are 'endowed, by their Creator, with  
certain 'unalienable rights; that among these,  
are life, liberty, and the 'pursuit of happiness.  
20 That, to 'secure these rights governments are  
'instituted among men, deriving their just  
powers from the 'consent of the governed;

Tenets.  
Made.  
Invested.  
Not transfer-  
able.  
Quest.  
Confirm.  
Established.  
Concurrence

The difficult Questions are elucidated in the Appendix.

(§ 1.) 1. When was the declaration of the independence of the United States adopted? 2. By whom was it adopted? 3. When was this declaration made? 4. Repeat section first. 5. Illustrate the difference between *dissolve* and *destroy*, in the 6th line. 6. Illustrate the difference between *declare* and *avow*, in the 13th line? (§ 2.) 7. What truths are said to be self-evident? 8. What are inalienable rights? 9. For what is government instituted? 10. From what do governments derive their just powers? 11. When have the people a

|                                                     |             |
|-----------------------------------------------------|-------------|
| that, whenever any 'form of government be-          | System.     |
| comes ' <i>destructive of</i> these ends, it is the | Ruinous to. |
| 25 right of the people to alter or to 'abolish it,  | Abrogate.   |
| and to 'institute a new government, laying          | Establish.  |
| its 'foundation on such principles, and orga-       | Basis.      |
| nizing its powers in such 'form, as to them         | Order.      |
| shall seem most likely to 'effect their safety      | Secure.     |
| 30 and 'happiness. (§ 3.) Prudence, indeed,         | Welfare.    |
| will 'dictate, that governments, long estab-        | Prescribe.  |
| lished, should not be changed for 'light and        | Trivial.    |
| transient causes ; and accordingly, all 'expe-      | Proof.      |
| rience hath shown, that 'mankind are more           | Men.        |
| 35 'disposed to suffer, while evils are sufferable, | Inclined.   |
| than to 'right themselves, by abolishing the        | Indemnify.  |
| forms to which they are 'accustomed. But            | Habituated. |
| when a long train of 'abuses and usurpations,       | Wrongs.     |
| pursuing invariably the same object, 'evinces       | Proves.     |
| 40 a design to reduce them under 'absolute des-     | Positive.   |
| potism, it is their right, it is their 'duty, to    | Obligation. |
| throw off such government, and to 'provide          | Procure.    |
| new guards for their future 'security. Such         | Safety.     |
| has been the patient 'sufferance of these colo-     | Endurance.  |
| 45 nies ; and such is now the 'necessity which      | Compulsion. |
| constrains them to 'alter their former systems      | Change.     |
| of government. (§ 4.) The 'history of the           | Narrative.  |
| 'present king of Great Britain is a history of      | Reigning.   |
| 'repeated injuries and usurpations, all having,     | Successive. |

right to abolish a government? 12. Illustrate the difference between *abolish* and *abrogate*, in the 25th line? (§ 3.) 13. What does prudence dictate? 14. What has all experience shown? 15. When is it the right and duty of a people to throw off a government? 16. Illustrate the difference between *light* and *trivial*, in the 32d line. 17. Illustrate the difference between *abuses* and *wrongs*, in the 38th line? (§ 4.) 18. What is the history of the then king of Great Britain?



|    |                                                                                                                                                              |                          |
|----|--------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------|
| 50 | in 'direct object, the establishment of <sup>2</sup> <i>an absolute</i> tyranny over these states. To prove this, let facts be 'submitted to a candid world. | Express.                 |
|    |                                                                                                                                                              | <sup>2</sup> A complete. |
|    |                                                                                                                                                              | Referred.                |
|    | He has refused his 'assent to laws the most                                                                                                                  | Concurrence              |
|    | 'wholesome and necessary for the public                                                                                                                      | Salutary.                |
| 55 | 'good.                                                                                                                                                       | Benefit.                 |
|    | He has 'forbidden his governors to pass                                                                                                                      | Prohibited.              |
|    | laws of immediate and pressing 'importance,                                                                                                                  | Moment.                  |
|    | unless 'suspended in their operation till his                                                                                                                | Delayed.                 |
|    | assent should be 'obtained; and, when so                                                                                                                     | Procured.                |
| 60 | suspended, he has utterly 'neglected to attend                                                                                                               | Omitted.                 |
|    | to 'them.                                                                                                                                                    | The laws.                |
|    | He has 'refused to pass other laws for the                                                                                                                   | Declined.                |
|    | accommodation of large 'districts of people,                                                                                                                 | Regions.                 |
|    | unless those people would 'relinquish the right                                                                                                              | Abandon.                 |
| 65 | of 'representation in the legislature; a right                                                                                                               | Political participation. |
|    | inestimable to them, and 'formidable to tyrants 'only.                                                                                                       | Terrible.                |
|    |                                                                                                                                                              | Alone.                   |
|    | (§ 5.) He has called together 'legislative                                                                                                                   | Law-giving.              |
|    | bodies at places unusual, 'uncomfortable, and                                                                                                                | Inconvenient             |
| 70 | distant from the 'depository of their public                                                                                                                 | Archives.                |
|    | records, for the sole purpose of 'fatiguing                                                                                                                  | Wearying.                |
|    | them into compliance with his 'measures.                                                                                                                     | Proceedings.             |
|    | He has 'dissolved representative houses,                                                                                                                     | Broken up.               |
|    | repeatedly, for opposing, with 'manly firm-                                                                                                                  | Undaunted.               |
| 75 | ness, his 'invasions on the rights of the people.                                                                                                            | Inroads.                 |
|    | He has 'refused, for a long time, after such                                                                                                                 | Neglected.               |
|    | dissolutions, to cause others to be 'elected;                                                                                                                | Chosen.                  |

19. To what did the king of Great Britain refuse his assent? 20. What had he forbidden the governors to do? 21. Illustrate the difference between *refused* and *declined*, in the 62d line. (§ 5.) 22. Why did the king of Great Britain call legislative bodies at places distant from the depository of public records? 23. Why did he repeatedly

'whereby the legislative powers, incapable of  
'annihilation, have returned to the people at  
80 large for their 'exercise; the state remain-  
ing, in the mean time, 'exposed to all the  
dangers of 'invasion from without, and con-  
vulsions 'within.

(§ 6.) He has 'endeavoured to prevent the  
85 population of these states; for that 'purpose,  
'obstructing the laws for naturalization of  
'foreigners; refusing to pass others to encour-  
age their 'migration hither, and raising the  
'conditions of new appropriations of lands.

90 He has obstructed the 'administration of  
justice, by refusing his assent to 'laws for  
establishing 'judiciary powers.

He has made judges '*dependent on* his  
will alone, for the 'tenure of their offices, and  
95 the amount and payment of their 'salaries.

He has 'erected a multitude of new offices,  
and sent hither swarms of officers to 'harass  
our people, and eat out their 'substance.

He has 'kept among us, in time of peace,  
100 standing armies, without the 'consent of our  
'legislatures.

(§ 7.) He has affected to render the 'mili-

By which.  
Destruction.  
Practice.  
Liable.  
Incursion.  
Internally.  
Striven.  
Design.  
Hindering.  
Aliens.  
Removal.  
Stipulations.  
Legal execution.  
Regulations.  
Legal-deciding.  
Subject to.  
Holding.  
Emoluments  
Established.  
Worry.  
Wealth.  
Established.  
Agreement.  
Assemblies.  
Warlike.

dissolve representative houses? 24. After such dissolution, what did he refuse to do? 25. Illustrate the difference between *elected* and *chosen*, in the 77th line. 26. Between *annihilation* and *destruction*, in the 79th line. (§ 6.) 27. How did the king of Great Britain endeavour to prevent the population of the states? 28. How did he obstruct the administration of justice? 29. How did he make the judges dependent? 30. What did he erect? 31. What did he send to this country? 32. What did he keep among the people in times of peace? 33. Illustrate the difference between *salaries* and *emoluments*, in the 95th line. (§ 7.) 34. How did the king of Great Britain render the

|     |                                                                                                                                                                                                                                                                                                                             |                                                                                |
|-----|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------|
|     | tary independent of, and superior to, the 'civil<br>'power.                                                                                                                                                                                                                                                                 | Political.<br>Authority.                                                       |
| 105 | He has 'combined with others, to subject<br>us to a jurisdiction 'foreign to our constitu-<br>tion, and 'unacknowledged by our laws;<br>giving his 'assent to their acts of pretended<br>'legislation :                                                                                                                     | Coalesced.<br>Extraneous.<br>Unrecognized.<br>Sanction.<br>Government.         |
| 110 | For 'quartering large bodies of armed<br>'troops among us :                                                                                                                                                                                                                                                                 | Stationing.<br>Soldiers.                                                       |
|     | For 'protecting them, by a mock-trial,<br>from 'punishment for any murders which<br>they should 'commit on the inhabitants of<br>115 these 'states :                                                                                                                                                                        | Shielding.<br>Chastisement<br>Perpetrate.<br>Communities                       |
|     | For 'cutting off our trade with all parts of<br>the 'world :                                                                                                                                                                                                                                                                | Interdicting.<br>Globe.                                                        |
|     | For 'imposing taxes on us, without our<br>'consent :                                                                                                                                                                                                                                                                        | Obtruding.<br>Assent.                                                          |
| 120 | For 'depriving us, in many cases, of the<br>benefits of trial by 'jury :                                                                                                                                                                                                                                                    | Bereaving.<br>Peers of the<br>vicinage.                                        |
|     | For 'transporting us beyond seas, to be<br>tried for 'pretended offences :                                                                                                                                                                                                                                                  | Conveying.<br>Feigned.                                                         |
|     | (§ 8.) For 'abolishing the free system of<br>125 English laws in a 'neighboring province,<br>establishing therein 'an arbitrary govern-<br>ment, and enlarging its 'boundaries, so as to<br>render it, at once, an example and a fit 'in-<br>strument for 'introducing the same absolute<br>130 rule into these 'colonies : | Repealing.<br>Near.<br>A despotic.<br>Limits.<br>Tool.<br>Bringing.<br>States. |

military power? 35. For what did he combine with others? 36. Name all the acts of pretended legislation to which he gave his assent. 37. Illustrate the difference between *imposing* and *obtruding*, in the 118th line. (§ 8.) 38. Illustrate the difference between *instrument* and *tool*, in the 128th line. (§ 9.) 39. How did the king of Great



For taking away our 'charters, abolishing our most valuable laws, and altering 'fundamentally, the 'forms of our government:— For 'suspending our own legislatures, and  
 135 declaring themselves 'invested with power to legislate for us, in all 'cases whatsoever.

(§ 9.) He has 'abdicated government here, by declaring us 'out of his protection, and 'waging war against us.

140 He has 'plundered our seas, ravaged our coasts, burnt our towns, and 'destroyed the lives of our 'people.

He is at this time, 'transporting large armies of foreign 'mercenaries, to complete  
 145 the works of death, desolation, and 'tyranny, already begun with circumstances of 'cruelty and perfidy, scarcely paralleled in the most barbarous ages, and 'totally unworthy the 'head of a civilized nation.

150 He has 'constrained our fellow-citizens, taken 'captive on the high seas, to bear arms against their country, to become the '*executioners* of their friends and 'brethren, or to 'fall themselves by their hands.

155 (§ 10.) He has excited domestic 'insurrections amongst us, and has 'endeavoured to

Deeds of privilege.

Essentially.

Features.

Interrupting.

Clothed.

Contingencies.

Renounced.

Outlawed.

Carrying on.

Pillaged.

Wasted.

Citizens.

Conveying.

Hirelings.

Despotism.

Rigor.

Equalled.

Wholly.

Chief.

Compelled.

Prisoners.

Inflicters of death on.

Brothers.

Die.

Sedition.

Labored.

Britain abdicate his government in this country? 40. In waging war against the colonies, what did he do? 41. What was the king of Great Britain doing, at the time of the Declaration of Independence? 42. What did he constrain the people of this country to do, when taken captive on the high seas? 43. Illustrate the difference between *plundered* and *pillaged*, in the 140th line. 44. Between *brethren* and *brothers*, in the 153d line. (§ 10.) 45. What did the king of Great Britain endeavour to excite amongst the people of his colonies? 46. What did

|                                                      |                  |
|------------------------------------------------------|------------------|
| bring on the inhabitants of our 'frontiers, the      | Borders.         |
| merciless Indian 'savages, whose known rule          | Barbarians.      |
| of warfare is an 'undistinguished destruction        | Indiscriminate.  |
| 160 of all ages, 'sexes, and conditions.—In every    | Kinds.           |
| 'stage of these oppressions, we have petitioned      | Step.            |
| for 'redress, in the most humble terms: our          | Relief.          |
| repeated 'petitions have been answered only          | Entreaties.      |
| by 'repeated injury. A prince, whose cha-            | Reiterated.      |
| 165 racter is thus 'marked by every act which        | Stamped.         |
| may 'define a tyrant, is unfit to be the ruler       | Describe.        |
| of a free 'people. (§ 11.) Nor have we been          | Race.            |
| 'wanting in attentions to our British brethren.      | Deficient.       |
| We have 'warned them, from time to time,             | Notified.        |
| 170 of attempts, by their legislature, to 'extend    | Exercise.        |
| an 'unwarrantable jurisdiction over us. We           | Unjustifiable.   |
| have reminded them of the 'circumstances             | Incidents.       |
| of our emigration and 'settlement here. We           | Colonization.    |
| have appealed to their 'native justice and           | Inborn.          |
| 175 'magnanimity, and we have conjured them,         | Mental greatness |
| by the ties of our common kindred, to 'dis-          | Disclaim.        |
| avow these usurpations, which would 'inevi-          | Unavoidably.     |
| tably interrupt our connexions and 'corre-           | Friendship.      |
| spondence. They too, have been 'deaf to              | Inattentive.     |
| 180 the voice of justice and of 'consanguinity.      | Affinity.        |
| We must, therefore, ' <i>acquiesce</i> in the neces- | Accede to.       |

he endeavour to bring on the inhabitants of the frontiers? 47. Was the system of savage warfare in violation of the laws of civilized nations? 48. In every stage of their oppressions, what did the inhabitants of the colonies do? 49. How were their repeated petitions answered? 50. What was the character of every act of the king of Great Britain? 51. Illustrate the difference between *redress* and *relief*, in the 162d line. (§ 11.) 52. To what were the main body of the British government deaf? 53. In what did the colonists find it necessary to acquiesce? 54. Illustrate the difference between *enemies* and *foes*, in the 184th line. (§ 12.) 55. By whom was the Declaration of Inde-

|     |                                                     |                                   |
|-----|-----------------------------------------------------|-----------------------------------|
|     | sity which denounces our 'separation, and           | Disjunction.                      |
|     | hold them, as we hold the 'rest of mankind,         | Remainder.                        |
|     | 'enemies in war, in peace friends.                  | Foes.                             |
| 155 | (§ 12.) We, therefore, the 'representatives         | Delegates.                        |
|     | of the 'UNITED STATES OF AMERICA, in GE-            | American federated commonwealths. |
|     | NERAL CONGRESS 'assembled, appealing to the         | Collected.                        |
|     | Supreme Judge of the world, for the 'recti-         | Uprightness.                      |
|     | tude of our 'intentions, do, in the name, and       | Designs.                          |
| 190 | by the 'authority, of the good people of these      | Power.                            |
|     | colonies, 'solemnly publish and declare, That       | Seriously.                        |
|     | these united colonies are, and of 'right ought      | Justice.                          |
|     | to be, FREE AND INDEPENDENT 'STATES; and            | Governments                       |
|     | that they are 'absolved from all allegiance         | Freed.                            |
| 195 | to the British 'crown, and that all political       | Throne.                           |
|     | 'connexion between them and the State of            | Intercourse.                      |
|     | Great Britain is, and ought to be, 'totally         | Entirely.                         |
|     | 'dissolved; and that, as FREE AND INDEPEN-          | Broken up.                        |
|     | DENT STATES, they have full power to 'levy          | Make.                             |
| 200 | war, conclude peace, contract 'alliances,           | Treaties.                         |
|     | establish 'commerce, and to do all other acts       | Trade.                            |
|     | and things, which 'INDEPENDENT STATES may           | Free.                             |
|     | of right do. And, for the 'support of this          | Maintenance                       |
|     | 'declaration, with a firm reliance on the pro-      | Proclamation                      |
| 205 | tection of ' <i>Divine Providence</i> , we mutually | God.                              |
|     | 'pledge to each other, our lives, our fortunes,     | Gage.                             |
|     | and our 'sacred honor.                              | Inviolable.                       |

For the names of the signers of the Declaration of Independence, see the Biographical table in the latter part of this volume.

pendence made? 56. To whom did they appeal for the rectitude of their intentions? 57. In whose name, and by whose authority was the Declaration of Independence made? 58. What was solemnly published and declared? 59. What rights were claimed for the United States? 60. In support of the declaration, what did the colonists pledge to each other? 61. Upon whom did they rely? 62. Upon whom ought we to rely?



## LESSON XXII.

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>(§ 1.) A YEAR 'before the declaration of independence, Dr. Franklin had '<i>submitted to</i> Congress '<i>a sketch</i> of a confederation between the provinces, to continue until their 'recon-</p> <p>5 ciliation with Great Britain, and to be 'perpetual in failure of that 'event; but it appears that this plan was never discussed. 'Pending the declaration of independence, 'however, Congress took measures to 'form a constitu-</p> <p>10 tional plan of union; 'for, on the 12th of June, 1776, a 'committee of one member from each 'province was appointed, to prepare and 'digest a form of confederation, to be '<i>entered into</i> by the colonies. (§ 2.) The report</p> <p>15 of this committee was '<i>laid aside</i> on the 20th of August, 1776, and its 'consideration not 'resumed till the 7th of April, 1777, after which the subject being '<i>from time to time</i> 'debated, the articles of confederation were</p> <p>20 'confirmed by Congress on the 15th of November, 1777. Congress also 'directed that the articles should be 'proposed to the several state legislatures, and if the 'articles were approved, they were requested to 'authorize</p> <p>25 their delegates in Congress to 'ratify the 'same.</p> <p>(§ 3.) The 'delegates of N. H., Mass. R. I.,</p> | <p>Preceding.</p> <p>Laid before.</p> <p>An outline.</p> <p>Reunion.</p> <p>Lasting.</p> <p>Issue.</p> <p>Whilst deliberating upon.</p> <p>Nevertheless</p> <p>Compile.</p> <p>Because.</p> <p>Council of reference.</p> <p>Plantation.</p> <p>Arrange methodically.</p> <p>Engaged in.</p> <p>Put away.</p> <p>Investigation</p> <p>Again taken up.</p> <p>Occasionally.</p> <p>Discussed.</p> <p>Ratified.</p> <p>Ordered.</p> <p>Offered.</p> <p>Propositions.</p> <p>Empower.</p> <p>Make valid.</p> <p>Articles.</p> <p>Deputies.</p> |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

(§ 1.) 1. Mention two phrases that convey the same meaning as *before* and *preceding*, in the 1st line. 2. What is the difference between *sketch* and *outline*, in the 3d line? 3. Does *compile*, in the 9th line, always signify to *form*? (§ 2.) 4. What is the meaning of the expres-

|                                                                                                                                              |                                       |
|----------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------|
| Conn., N. Y., Pa., Va., and S. C., 'signed the articles on the 9th of July, 1778. The 'N. C.                                                 | Subscribed.<br>North Carolina.        |
| 30 delegates 'signed them on the 21st, and those from 'Ga., on the 24th of the same month;                                                   | Ratified.                             |
| those of 'N. J., on the 26th of November following; those of 'Del., on the 22d of February, and 5th of May, 1779: but 'Md. pos-              | Georgia.<br>New Jersey.<br>Delaware.  |
| 35 itively refused to ratify, until the 'conflicting claims of the 'Union and of the separate states to the 'crown-lands should be adjusted. | Maryland.<br>Opposite.                |
| This difficulty was finally 'obviated, by the claiming states 'ceding the unsettled lands to                                                 | Confederacy.<br>Public domain.        |
| 40 the United States, for the 'benefit of the whole Union. (§ 4.) The former 'insuperable objection of Maryland being 'removed,              | Removed.<br>Relinquishing.            |
| her 'delegates signed the articles of confederation on the 1st of 'March, 1781; four                                                         | Advantage.<br>Insurmountable.         |
| 45 years, 'seven months, and twenty-one days after they had been submitted to the 'sovereign states by Congress, with the 'solemn            | Displaced.<br>Representatives.        |
| 'avermment that they ought to be immediately 'adopted, as they seemed essential to the very                                                  | Third month.<br>And 31 weeks          |
| 50 existence of the Americans as a 'free people, and 'without them, they might be constrained to bid 'adieu to safety and independence.      | Independent.<br>Deliberate.           |
| The confederation being thus 'finally completed, the event was 'joyfully announced to                                                        | Assertion.<br>Approved and confirmed. |
|                                                                                                                                              | Self-governing.<br>Not having.        |
|                                                                                                                                              | Farewell.<br>At last.                 |
|                                                                                                                                              | Gladly.                               |

sion "the same," in the 25th and 26th lines? (§ 3.) 5. Are *crown-lands* and *public domain*, in the 37th line, synonymous? 6. What is the difference between *benefit* and *advantage*, in the 40th line? (§ 4.) 7. Why is not *good-bye* given as a definition of *adieu*, in the 52d line, instead of *farewell*? 8. Give the actual meaning of *adieu*, *farewell* and *good-bye*, and also their derivation. (§ 5.) 9. Are *revolutionary* and *transi-*

|    |                                                                                                                                                                                                                             |                          |
|----|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------|
| 55 | 'Congress ; and, on the 2d of March, 1781, that body assembled under the new 'powers.*                                                                                                                                      | The national assembly.   |
|    | (§ 5.) The 'term of the continental Congress consists 'properly of two periods. The first, extending from the 'first meeting, on the                                                                                        | Administration.          |
| 60 | 4th of September, 1774, until the 'ratification of the 'confederation on the 1st of March, 1781, has been 'named the period of                                                                                              | Duration.                |
|    | "the 'revolutionary national government ;" the second, 'from the 1st of March, 1781,                                                                                                                                        | Strictly.                |
| 65 | until the 'organization of the government under the 'Constitution, on the 4th of March, 1789, has been 'denominated the period of                                                                                           | Primary.                 |
|    | "the confederation." (§ 6.) The 'power of Congress was 'national, from September                                                                                                                                            | Confirmation.            |
| 70 | 4th, 1774, and 'gradually progressive. It had the authority to concert those 'measures deemed best to redress the 'grievances, and preserve the 'rights and liberties, of all the 'colonies. The Congress of 1775 'had more | League.                  |
|    | ample powers, and it accordingly exercised at once some of the highest 'functions of sovereignty, as has been before 'shown. In 1776, the same body took 'bolder steps, ex-                                                 | Designated.              |
| 75 | erting powers not to be 'justified or accounted                                                                                                                                                                             | Transitional.            |
|    | for, without 'supposing that a national union                                                                                                                                                                               | After.                   |
| 80 |                                                                                                                                                                                                                             | Official be-<br>ginning. |
|    |                                                                                                                                                                                                                             | National com-<br>pact.   |
|    |                                                                                                                                                                                                                             | Entitled.                |
|    |                                                                                                                                                                                                                             | Jurisdiction.            |
|    |                                                                                                                                                                                                                             | General.                 |
|    |                                                                                                                                                                                                                             | By degrees.              |
|    |                                                                                                                                                                                                                             | Means.                   |
|    |                                                                                                                                                                                                                             | Wrongs.                  |
|    |                                                                                                                                                                                                                             | Franchises.              |
|    |                                                                                                                                                                                                                             | Settlements.             |
|    |                                                                                                                                                                                                                             | 2Possessed.              |
|    |                                                                                                                                                                                                                             | Faculties.               |
|    |                                                                                                                                                                                                                             | Exhibited.               |
|    |                                                                                                                                                                                                                             | More daring.             |
|    |                                                                                                                                                                                                                             | Vindicated.              |
|    |                                                                                                                                                                                                                             | Admitting.               |

tional, in the 63d line, synonymous? (§ 6.) 10. Name a phrase conveying the same meaning as *gradually* and *by degrees*, in the 70th line. 11. Give a phrase signifying nearly the same as *concert those measures*, in the 71st line. 12. In how many sentences can you use the word *had*, in the 74th line, so that it shall have a different meaning in every

\* The articles of confederation, being null and void, are not inserted here ; but as a matter of curiosity, and in order that the reader may compare them with the Constitution, they have been added to the Appendix. The names of the signers of the Confederation and also those of the Declaration of Rights will be found in the Biographical Table.



for national purposes 'already existed, and that Congress was 'invested with supreme power over all the colonies, for the 'purpose of preserving their 'common rights and liber-  
 85 ties. The people never 'doubted or denied the validity of these 'acts.

(§ 7.) The 'united colonies were a nation, and had a 'general government, created and acting by the general consent of the 'people,  
 90 from the time of the 'declaration of rights; but the 'powers of that government was not, and, 'indeed, could not be well defined. Still, its supremacy was 'firmly established in many 'cases, and its control over the states,  
 95 in most, if not all 'national measures, universally 'admitted. (§ 8.) The articles of confederation not being ratified so as to 'include all the 'states, until March 1st, 1781, in the 'interim, Congress continued to exercise the  
 100 authority of a 'general government, whose acts were 'binding on all the states. By foreign 'powers, we were politically known as the United States; 'and, in our national 'capacity as such, we sent and received am-  
 105 bassadors, '*entered into* treaties and alliances, and were 'admitted into the general community of nations, exercising the right of 'belligerents, and claiming '*an equality* of sovereign power and 'prerogatives.

Then.  
 Clothed.  
 End.  
 Separate and equal.  
 Questioned.  
 Proceedings.  
 Federate.  
 Common.  
 Provincials.  
 Publication.  
 Authority.  
 In fact.  
 Immovably.  
 Respects.  
 Public.  
 Acknowledged.  
 Comprise.  
 Provinces.  
 Mean time.  
 National.  
 Obligatory.  
 Governments.  
 Moreover.  
 Condition.  
 Formed.  
 Received.  
 War-makers.  
 A parity.  
 Privileges.

instance? 13. What cemented the union of the colonies during the revolution? (§ 7.) 14. When did the colonies first assume a national character? (§ 8.) 15. When were the articles of confederation ratified? 16. By what title was our country politically known among foreign powers? 17. What is the difference between *admitted* and

|     |                                                       |                         |
|-----|-------------------------------------------------------|-------------------------|
| 110 | (§ 9.) The continental Congress soon 'found           | Ascertained.            |
|     | that the powers 'derived from the articles of         | Drawn.                  |
|     | confederation were 'inadequate to the legiti-         | Not equal.              |
|     | mate objects of an 'effective national govern-        | Efficient.              |
|     | ment. 'Whenever it became necessary to                | As often as.            |
| 115 | legislate on 'commerce and taxes, defects             | Trade.                  |
|     | were 'particularly evident; and it was at             | Especially.             |
|     | length indispensable to 'amend the articles,          | Revise.                 |
|     | so as to give authority and 'force to the na-         | Strength.               |
|     | tional will, in matters of 'trade and revenue.        | Traffic.                |
| 120 | This was done ' <i>from time to time</i> , until the  | Repeatedly.             |
|     | adoption of the 'present Constitution of the          | Now existing            |
|     | United States. The 'movements of Congress             | Motions.                |
|     | on the 3d of 'February, 1781—18th and                 | Second month.           |
|     | 26th of April, 1783—30th of 'April, 1784—             | Fourth month.           |
| 125 | and the 3d of 'March, 29th of September,              | Third month.            |
|     | and 23d of October, 1786—would be 'inte-              | Attractive.             |
|     | resting to the student, and show the 'progress        | Advancement.            |
|     | of constitutional legislation; but the 'limits        | Bounds.                 |
|     | of this chapter afford no room to 'discuss            | Examine.                |
| 130 | them. (§ 10.) Peace came; the 'illustrious            | Renowned.               |
|     | 'commander-in-chief of the revolutionary              | Generalissimo.          |
|     | armies surrendered his 'commission; and               | Official warrant.       |
|     | the armies were 'disbanded, without pay.              | Dismissed from service. |
|     | Mutiny was suppressed, after Congress, 'sur-          | Beset.                  |
| 135 | rounded by armed men 'demanding justice,              | Requiring.              |
|     | had appealed ' <i>in vain</i> to the sovereign state, | Ineffectually.          |
|     | within the 'jurisdiction of which it was sit-         | Territory.              |

received, in the 106th line? (§ 9.) 18. What did the continental congress soon discover? (§ 10.) 19. As the words *commander-in-chief*, in the 131st line, are defined in the margin by a single term, why are they not put in italics? 20. Give some other forms of expression, conveying the meaning of *in vain* and *ineffectually*, in the 136th line.

|     |                                                                                                                                                                                                                               |                                 |
|-----|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------|
|     | ting, for protection. The 'expenses of the nation were reduced to the 'minimum of a                                                                                                                                           | Disbursements.                  |
|     | peace establishment; 'and yet the country                                                                                                                                                                                     | Lowest point                    |
| 140 | was not 'relieved, for it wanted, not a league of thirteen 'different nations, with thirteen                                                                                                                                  | Nevertheless                    |
|     | 'distinct supreme governments, but a general                                                                                                                                                                                  | Disembarrassed.                 |
|     | government, that would be 'revered as a                                                                                                                                                                                       | Separate.                       |
|     | common 'parent by all the sister states — a                                                                                                                                                                                   | Unconnected                     |
| 145 | government 'founded on the principles of the declaration of 'independence—a government                                                                                                                                        | Reverenced.                     |
|     | 'constituted by the people in their inherent, primitive 'capacity.                                                                                                                                                            | Mother.                         |
|     | (§ 11.) In the Congress of the 'confederation, during the 'closing years of the revolutionary war, and those of peace 'immediately 'succeeding, James Madison and Alexander Hamilton displayed their 'signal ability.         | Based.                          |
| 150 | John Jay was associated with them 'shortly after the peace, in the 'capacity of congressional 'secretary for foreign affairs. The                                                                                             | Self-reliance                   |
|     | 'mortifying experience of every day demonstrated to these men the 'incompetency of                                                                                                                                            | Composed.                       |
| 155 | the articles of confederation for 'managing the 'affairs of the Union, at home or abroad. Though 'in retirement, Washington brooded over the 'injustice suffered by his companions in arms, the 'warriors of the revolution — | Power.                          |
|     | the 'prostration of the public credit and faith of the nation, by the 'neglect to provide even for the 'payment of the interest of the public                                                                                 | League.                         |
|     |                                                                                                                                                                                                                               | Ending.                         |
|     |                                                                                                                                                                                                                               | Directly.                       |
|     |                                                                                                                                                                                                                               | Following.                      |
|     |                                                                                                                                                                                                                               | Eminent.                        |
|     |                                                                                                                                                                                                                               | Soon.                           |
|     |                                                                                                                                                                                                                               | Character.                      |
|     |                                                                                                                                                                                                                               | Manager.                        |
|     |                                                                                                                                                                                                                               | Humiliating.                    |
|     |                                                                                                                                                                                                                               | Inadequacy.                     |
| 160 |                                                                                                                                                                                                                               | Conducting.                     |
|     |                                                                                                                                                                                                                               | Business.                       |
|     |                                                                                                                                                                                                                               | Withdrawn from public attention |
|     |                                                                                                                                                                                                                               | Wrongs.                         |
|     |                                                                                                                                                                                                                               | Soldiers.                       |
| 165 |                                                                                                                                                                                                                               | Depression.                     |
|     |                                                                                                                                                                                                                               | Omission.                       |
|     |                                                                                                                                                                                                                               | Liquidation.                    |

(§ 11.) 21. When and where did James Madison and Alexander Hamilton display their great ability? (§ 12.) 22. Where was the idea



|     |                                                       |                            |
|-----|-------------------------------------------------------|----------------------------|
|     | debt — and the 'disappointed hopes of the             | Defeated.                  |
|     | friends of freedom; for, in the 'address of           | Message.                   |
| 170 | April 18th, 1783, from Congress to the 'states,       | Commonwealths              |
|     | it was said to be the "pride and 'boast of            | Exultation.                |
|     | America, that the rights for which she 'con-          | Strove.                    |
|     | tended were the rights of ' <i>human nature</i> ."    | Mankind.                   |
|     | (§ 12.) The first idea of ' <i>a revision</i> of the  | An amendment.              |
| 175 | articles of confederation, by an 'organization        | Arrangement                |
|     | of means ' <i>differing from</i> that of a compact    | Unlike.                    |
|     | between the state 'legislatures and their own         | Assemblies.                |
|     | delegates in Congress, was 'started at Mount          | Originated.                |
|     | Vernon, in March, 1785. A ' <i>convention</i> of      | Meeting.                   |
| 180 | delegates from the state legislatures, ' <i>inde-</i> | Separate from.             |
|     | <i>pendent of</i> Congress, was the 'expedient        | Shift.                     |
|     | which presented itself for effecting an 'aug-         | Enlargement                |
|     | mentation of the 'powers of Congress in               | Acts.                      |
|     | 'regulating commerce. This proposal was               | Ruling and<br>restricting. |
| 185 | 'made and adopted in the legislature of Vir-          | Broached.                  |
|     | ginia, in January, 1786, and at once 'com-            | Imparted.                  |
|     | municated to the other state 'legislatures.           | Governments                |
|     | (§ 13.) The convention 'held at Anna-                 | Met.                       |
|     | polis, in September 1786, in ' <i>pursuance of</i>    | Conformity<br>with.        |
| 190 | this proposition, delegates 'attended from            | Were present               |
|     | only five of the 'central states, who, on             | Middle.                    |
|     | comparing their 'restricted powers with               | Limited.                   |
|     | the 'glaring defects of the confederation,            | Notorious.                 |
|     | merely reported a recommendation for 'an-             | A second.                  |
| 195 | other convention of 'delegates from all the           | Deputies.                  |
|     | states, with enlarged powers, to 'meet at             | Assemble.                  |
|     | Philadelphia, in 'May, 1787. (§ 14.) The              | Fifth month.               |

of a revision of the articles of confederation originated? (§ 13.) 23.  
What is the difference between *glaring* and *notorious*, in the 193d line?

|                                                                                              |                                     |
|----------------------------------------------------------------------------------------------|-------------------------------------|
| 'Constitution of the United States was framed by this convention; the 'authority of the      | Palladium.<br>Powers.               |
| 200 'members of which was derived from the state legislatures, and not 'directly from the    | Individuals.<br>Immediately.        |
| people. During the 'revolution, the power of the 'people had never been called into          | Transition.<br>Populace.            |
| action, for their rule had been 'supplanted by                                               | Displaced.                          |
| 205 state sovereignty; and a 'confederacy had been 'substituted for a government. But, in    | Federation.<br>Put in the place of. |
| 'forming the Constitution, the delegates soon perceived that the 'necessary powers were      | Compiling.<br>Requisite.            |
| such as no 'combination of state govern-                                                     | Association.                        |
| 210 ments could bestow; and that, 'leaving power for right, and the irresponsible 'au-       | Abandoning.<br>Sway.                |
| thority of state rule for the 'self-evident truths of the 'Declaration of Independence, they | Axioms.<br>Proclamation             |
| must 'retrace their steps, and fall back from                                                | Return upon.                        |
| 215 a league of 'friendship between independent states, to the 'primitive constituent sove-  | Amity.<br>Original.                 |
| reignty of the people, 'for from them only could supreme authority 'emanate.                 | Because.<br>Proceed.                |

(§ 14.) 24. Are *people* and *populace*, in the 203d line, synonymous?  
 25. Are the words *self-evident truths*, in the 212th line, perfectly defined by the term *axioms*?

### LESSON XXIII.

|                                                                                                                                     |                                  |
|-------------------------------------------------------------------------------------------------------------------------------------|----------------------------------|
| (§ 1.) It 'appears that the violation of the 'essential principles of rational liberty and the common law of England was the 'imme- | Seems.<br>Radical.<br>Principal. |
|-------------------------------------------------------------------------------------------------------------------------------------|----------------------------------|

(§ 1.) 1. Give a synopsis of section first. 2. What was the immediate cause of the Declaration of Independence? 3. In how many

|                                                                                                                                                                                                                                                                                |                 |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|
| mediate 'cause of the Declaration of Independence; 'and that the Declaration of Rights, Oct. 14, 1774, was but a 'reiteration of those fundamental principles 'conceded to the English people in the 'glorious revolution of 1688, at which 'time the British constitution be- | Occasion.       |
| 10 came 'fixed and determined. After making the Declaration of Independence, 'congress ordered it to be 'engrossed and signed by its members. They 'also resolved, that copies of the Declaration be sent to the 'several                                                      | Moreover.       |
| 15 assemblies, 'conventions, and committees, or councils of 'safety, and to the several commanding officers of the 'continental troops; that it be 'proclaimed in each of the United States, and at the 'head of the army. (§ 2.)                                              | Recapitulation. |
| 20 It may be useful to show more 'definitely the 'proceedings of the continental congress 'pending the Declaration of Independence. June 8th, 1776, congress 'resolved itself into a committee of the 'whole house. Here it                                                    | Granted.        |
| 25 is 'proper to explain that a committee is one or more persons 'elected or appointed by any society, 'corporation, court, legislature, or any number of individuals 'acting together. Committees may be appointed to 'examine                                                | Renowned.       |
| 30 or manage any 'matter or business. When any subject of 'importance is brought before                                                                                                                                                                                        | Period.         |
|                                                                                                                                                                                                                                                                                | Established.    |
|                                                                                                                                                                                                                                                                                | The government. |
|                                                                                                                                                                                                                                                                                | Copied.         |
|                                                                                                                                                                                                                                                                                | Furthermore.    |
|                                                                                                                                                                                                                                                                                | Different.      |
|                                                                                                                                                                                                                                                                                | Associations.   |
|                                                                                                                                                                                                                                                                                | Protection.     |
|                                                                                                                                                                                                                                                                                | United.         |
|                                                                                                                                                                                                                                                                                | Declared.       |
|                                                                                                                                                                                                                                                                                | Prominent part. |
|                                                                                                                                                                                                                                                                                | Exactly.        |
|                                                                                                                                                                                                                                                                                | Transactions.   |
|                                                                                                                                                                                                                                                                                | Depending.      |
|                                                                                                                                                                                                                                                                                | Formed.         |
|                                                                                                                                                                                                                                                                                | Entire.         |
|                                                                                                                                                                                                                                                                                | Necessary.      |
|                                                                                                                                                                                                                                                                                | Chosen.         |
|                                                                                                                                                                                                                                                                                | Body politic.   |
|                                                                                                                                                                                                                                                                                | Moving.         |
|                                                                                                                                                                                                                                                                                | Investigate.    |
|                                                                                                                                                                                                                                                                                | Affair.         |
|                                                                                                                                                                                                                                                                                | Weight.         |

sentences can you write the word *engrossed* so that in each it shall convey a different meaning? 4. Why do you suppose congress ordered copies of the Declaration to be sent to the several assemblies, &c., instead of printing circulars and sending them? (§ 2.) 5. Give a synopsis of section second. 6. What is the expression "head of the army" called? 7. How many kinds of corporations are there?



|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                           |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>legislative 'bodies, they usually resolve themselves into a 'committee of the whole house, and 'debate and amend the subject till they<br/>                     35 get it into a 'shape that meets the approbation of 'a majority, which being reported and 'confirmed by the house, is referred to a select 'number of their body.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | <p>Assemblies.<br/>Coterie.<br/>Discuss.<br/>Form.<br/>More than half.<br/>Sanctioned.<br/>Committee.</p>                                                                                                                                                                                                                 |
| <p>(§ 3.) The 'form for any body to go into<br/>                     40 a committee of the 'whole house is for the 'speaker, on motion, to put the question that the house or meeting now do 'resolve itself into a committee of the whole, to 'consider the proposed 'business—which should be<br/>                     45 'distinctly specified. If determined in the affirmative, he appoints some one as 'prolocutor, he 'leaves his seat, and takes a place the same as any other 'member, and the person appointed 'chairman does not take the<br/>                     50 'speaker's chair, but sits at the table of the 'secretary. A committee of the whole cannot adjourn as other 'committees may, but if their business is 'unfinished, they rise on a 'question. (§ 4.) The house or meeting is<br/>                     55 'resumed, and the chairman of the committee of the whole 'reports that they have according to 'order had the business under consideration, and made 'progress therein; but not having time to 'finish it, have directed him<br/>                     60 to ask leave to sit 'again. The question is</p> | <p>Way.<br/>Total.<br/>Chairman.<br/>Form.<br/>Discuss.<br/>Subject.<br/>Clearly.<br/>Speaker.<br/>Quits.<br/>Delegate.<br/>Moderator.<br/>Presiding of-<br/>ficer's.<br/>Clerk.<br/>Councils.<br/>Not finished.<br/>Subject.<br/>Recommended.<br/>Announces.<br/>Command.<br/>Advancement.<br/>Close.<br/>Once more.</p> |

(§ 3.) 8. Give a synopsis of section third. 9. In what sense is *whole* used, in the 43d line? 10. Whence did the continental Congress derive the custom of going into a committee of the whole? (§ 4.) 11. What is the sign for the house to be resumed? 12. What are some of

then put, on their having 'leave, and on the time the house will again 'resolve itself into a 'committee. A committee of the whole 'elicits in the fullest manner the opinions of  
 65 all the members of '*an assembly*. The members are not restricted to '*parliamentary form*, but each one speaks upon the 'subject in a familiar way, as often as he 'chooses.

(§ 5.) The following is, in substance, 'ex-  
 70 tracted from the 'journals of Congress: June 8th, 1776.—“ After being in 'session some time, the president resumed the 'chair, and the 'chairman of the committee of the whole, Benjamin Harrison, of 'Va., reported  
 75 that the 'committee had '*taken into* consideration the 'matter to them referred, but not having come to any 'resolution thereon, directed him to 'move to sit again on the 10th.’  
 ‘Resolved, that this Congress will, on the  
 80 10th 'inst., at ten o'clock, resolve itself into a committee of the whole, to 'take into their further consideration the 'resolutions referred to them.’ (§ 6.) June 10th, 1776.—‘Agreeably to order, Congress '*resolved itself* into a com-  
 85 mittee of the whole, to take into their 'further consideration the 'resolutions to them referred; and after some time 'spent thereon, the President 'resumed the chair, and Mr. Harrison 'reported that the committee have  
 90 had under consideration the 'matters referred

Permission.  
 Form.  
 Council of re-  
 ference.  
 Draws out.  
 A meeting.  
 Usage of par-  
 liament.  
 Matter.  
 Desires.  
 Taken.  
 Records.  
 Meeting.  
 Speaker's seat.  
 Foreman.  
 Virginia.  
 Under.  
 Business.  
 Conclusion.  
 Propose.  
 Determined.  
 Of this month.  
 Receive.  
 Subjects.  
 According.  
 Went.  
 Additional.  
 Matters.  
 Bestowed.  
 Took again.  
 Announced.  
 Business.

the advantages of a committee of the whole? (§ 5.) 13. Give a synopsis of section five. (§ 6.) 14. Why is *matters* used in the 90th line, instead of *resolutions*, in the 86th line? 15. Why is it necessary to

|                                                                                                                                                 |                           |
|-------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------|
| to them, and have come to a 'resolution thereon, which they 'directed him to report."                                                           | Determination.            |
| " 'Resolved that these United Colonies are, and of right 'ought to be, free and indepen-                                                        | Requested.                |
| 95 dent states; that they are 'absolved from all 'allegiance to the British crown: and that                                                     | Determined by vote.       |
| all political 'connection between them and the 'State of Great Britain is, and ought to                                                         | Should.                   |
| be, totally 'dissolved."                                                                                                                        | Released.                 |
| 100 (§ 7.) June 11th, 1776.—" 'Resolved, that the 'select committee for preparing the De-                                                       | Obligations.              |
| claration of Independence 'consist of five. The committee were 'chosen as follows:                                                              | Relation.                 |
| Benjamin Franklin of 'Pa., John Adams of                                                                                                        | Kingdom.                  |
| 105 'Mass., Thomas Jefferson of Va., Roger Sherman of 'Conn., Robert R. Livingston of                                                           | Dissevered.               |
| N. Y. The momentous question 'propounded June 10th, 1776, was 'held under considera-                                                            | Officially determined.    |
| 110 'passed the house: and on the 4th of July, 1776, was, as before stated, 'passed the entire me-                                              | Special.                  |
| morable Declaration, which is as 'imperishable as the history of 'our country, and under the                                                    | Be composed               |
| 'guidance of Providence, has developed the                                                                                                      | Elected.                  |
| 115 most perfect 'Constitution that human wisdom and 'skill ever formed. (§ 8.) The members of this committee, 'in the place of considering the | Pennsylvania              |
|                                                                                                                                                 | Massachusetts.            |
|                                                                                                                                                 | Connecticut.              |
|                                                                                                                                                 | Proposed.                 |
|                                                                                                                                                 | Deliberated.              |
|                                                                                                                                                 | At which time.            |
|                                                                                                                                                 | Was approved by Congress. |
|                                                                                                                                                 | Adopted.                  |
|                                                                                                                                                 | Enduring.                 |
|                                                                                                                                                 | America.                  |
|                                                                                                                                                 | Direction.                |
|                                                                                                                                                 | System of polity.         |
|                                                                                                                                                 | Ability.                  |
|                                                                                                                                                 | Instead.                  |

italicise *to* after *ought*, in the 94th line? 16. Illustrate the various meanings of *preparing*, in the 101st line, in different sentences. (§ 7.) 17. Why was it necessary to appoint a select committee for drafting the Declaration of Independence? 18. Is it usual to appoint select committees when the House forms itself into a committee of the whole? 19. Why is the word *propounded* used in the 107th line, instead of *passed*? (§ 8.) 20. What preposition always follows *instead*,



|                                                     |                     |
|-----------------------------------------------------|---------------------|
| 'one first named as chairman, and instead           | Person.             |
| of electing a 'chairman themselves, followed,       | Foreman.            |
| 120 it is supposed, the 'sage advice of Frank-      | Wise.               |
| lin, and each member 'agreed to draw up             | Engaged.            |
| 'a <i>document</i> according to his own feelings    | An instrument.      |
| and 'sentiments; and it was agreed that the         | Views.              |
| draft most ' <i>congenial</i> to the views of a ma- | In accordance with. |
| 125 jority should be adopted. 'When they had        | At the time.        |
| their 'final meeting, it was determined that        | Last.               |
| Jefferson's 'production should be read first.       | Draft.              |
| It so 'fully met the views of the other mem-        | Entirely.           |
| bers of the committee and of 'Congress, that        | The Repre-          |
| 130 after receiving 'several minor alterations, it  | sentatives.         |
| was 'adopted. It would be highly interesting        | Many.               |
| to read the 'productions of each of the other       | Approved.           |
| members of the committee; but it is 'sup-           | Copies.             |
| posed that their 'authors, considering their        | Concluded.          |
| 135 own plans of no 'importance, destroyed them.    | Writers.            |
| (§ 9.) The 'Declaration of Independence             | Value.              |
| exhibits the true causes and 'nature of the         | Promulgation        |
| Revolution. It will be 'seen by reference to        | Principle.          |
| that 'document, that it only renounced the          | Observed.           |
| 140 'tyranny of the British king; that the forms    | Instrument.         |
| of religious 'worship, political and legislative    | Despotism.          |
| 'proceedings, schools and seminaries, and the       | Adoration.          |
| English language, 'remained unaltered in all        | Business.           |
| their 'essential features. The American Con-        | Continued.          |
| 145 stitution, the 'keystone of the arch of Ame-    | Important.          |
|                                                     | Crowning stone.     |

in the 118th line? 21. Illustrate in sentences some of the various meanings of *instrument*, in the 122d line. 22. Why is not *the Senate* added to *the Representatives*, in defining *Congress*, in the 129th line? 23. Why would not *adapted* answer in the place of *adopted*, in the 131st line? (§ 9.) 24. Give a synopsis of section nine. 25. What is

|     |                                                           |                     |
|-----|-----------------------------------------------------------|---------------------|
|     | rican liberty — the noblest 'monument ever                | Memento.            |
|     | 'reared by mortal hands, bears a strong re-               | Erected.            |
|     | semblance to, and embodies all the 'excel-                | Good qualities.     |
|     | lencies of, the 'English Constitution. (§ 10.)            | British.            |
| 150 | The English has the same important ' <i>checks</i>        | Regulators.         |
|     | <i>and balances</i> , under ' <i>a different</i> name, to | Another.            |
|     | ' <i>executive power</i> , that the American has.         | Rulers.             |
|     | Many Englishmen have 'said that our Con-                  | Averred.            |
|     | stitution was 'copied from theirs; but it is              | Transcribed.        |
| 155 | hoped that our 'youthful readers have, by                 | Young.              |
|     | this time, 'learned to reason and reflect for             | Acquired the habit. |
|     | themselves, and will be 'able to draw the                 | Competent.          |
|     | just line of 'demarcation. Furthermore,                   | Separation.         |
|     | they can reply to such absurd 'expressions,               | Assertions.         |
| 160 | without being 'offended with their foreign                | Angry.              |
|     | brethren, that, if such be the 'case, "the                | Fact.               |
|     | copy" far 'surpasses the original.                        | Exceeds.            |
|     | (§ 11.) The fact is, that our 'ancestors, in              | Forefathers.        |
|     | throwing off the British yoke, and 'asserting             | Vindicating.        |
| 165 | successfully their independence, 'did no more             | Accomplished.       |
|     | than many nations ' <i>before them</i> had done:          | Previously.         |
|     | the Greeks, the 'Romans, the Hollanders, the              | People of Rome.     |
|     | Swiss, and 'recently the French, have been                | Lately.             |
|     | eminently successful in 'vindicating their                | Asserting.          |
| 170 | liberties, but 'signally failed in transmitting           | Entirely.           |
|     | the blessing of liberty to their 'posterity.              | Descendants.        |
|     | Hence the 'pre-eminent merit of our ances-                | Superior.           |
|     | tors consists in their having 'constructed a              | Made.               |

the difference between *monument* and *memento*, in the 146th line? (§ 10.) 26. What word is understood after *English*, in the 150th line? —also after *American*, in the 152d line? 27. Illustrate the meaning of *offended* and *angry*, in the 160th line? 28. What prepositions usually follow *offended* and *angry*? 29. In what sense is *brethren* used in the 161st line? (§ 11.) 30. What is the expression, "ship of state,"

|     |                                                           |                                         |
|-----|-----------------------------------------------------------|-----------------------------------------|
|     | 'compass from the wrecks of republics, and                | Guiding needle.                         |
| 175 | of the excellencies of every 'nation, that                | Country.                                |
|     | would successfully 'steer the ship of state in            | Direct.                                 |
|     | safety between the 'Charybdis of anarchy                  | Whirlpools.                             |
|     | and the 'Scylla of despotism; and that, as                | Rocks.                                  |
|     | 'countless centuries pass away, if we of the              | Innumerable                             |
| 180 | present 'generation act well our part, will               | Age.                                    |
|     | 'prove to the despots of the world that the               | Demonstrate                             |
|     | Constitution is not composed of 'inflammable              | Combustible.                            |
|     | wood, but of 'imperishable asbestos. (§ 12.)              | Incombustible.                          |
|     | We should not, however, 'forget that the de-              | Be unmindful.                           |
| 185 | claration was, in itself, a 'vast, a solemn un-           | Momentous.                              |
|     | dertaking; that most of the 'signers, had                 | Subscribers.                            |
|     | they consulted their own 'ease and quiet,                 | Comfort.                                |
|     | their own pecuniary gain, or the 'emoluments              | Profits.                                |
|     | of office, would have 'bowed, as many of                  | Succumbed.                              |
| 190 | their countrymen did, to the 'throne of the               | Power.                                  |
|     | king; that, to one at least of that 'immortal             | Imperishable                            |
|     | 'band of patriots, a direct offer of ten thou-            | Company.                                |
|     | sand dollars, in addition to the best 'office             | Situation.                              |
|     | under the 'government, was made by <sup>2</sup> <i>an</i> | Crown.                                  |
| 195 | <i>emissary</i> of the Crown; and that, had they          | <sup>2</sup> A Secret agent.            |
|     | ' <i>been unsuccessful</i> , they would have been class-  | Failed.                                 |
|     | ed among the 'vilest of England's rebels; that,           | Basest.                                 |
|     | in common with those guilty of the most 'hei-             | Wicked.                                 |
|     | nous crimes, they would have 'expiated their              | Atoned for.                             |
| 200 | temerity on the 'scaffold; (§ 13.) their pro-             | Gallows.                                |
|     | perty would have been 'confiscated, their                 | Forfeited to the government of England. |
|     | children left in 'penury, and their names                 | Poverty.                                |

called? 31. What is meant by "the Charybdis of anarchy," and the "Scylla of despotism"? 32. What is the meaning of *asbestos*, in the 183d line? (§ 12.) 33. What is the expression "throne of the king," called? 34. To what does *they* refer, in the 195th line? (§ 13.) 35.



|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                 |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>would have been a by-word and a 'reproach<br/>—'inscribed only among those of felons of the<br/>205 darkest dye on the criminal 'calendar of Eng-<br/>land. They 'sought not so much the praise of<br/>men, as the approbation of their own 'con-<br/>sciences. They sought the 'path of duty,<br/>'irrespective of their own ease, or of impend-<br/>210 ing dangers. They were more 'solicitous to<br/>perform honorable 'deeds, than they were to<br/>'obtain from men an honorable name, without<br/>'merit.</p>                                                                                                                                                                                                                                                                            | <p>Disgrace.<br/>Written.<br/>Register.<br/>Coveted.<br/>Minds.<br/>Track.<br/>Without regard to.<br/>Anxious.<br/>Actions.<br/>Receive.<br/>Goodness.</p>                                                                                      |
| <p>(§ 14.) As the tyranny of the king of 'Great<br/>215 Britain was the chief cause of the 'misery<br/>and the 'bloodshed of the revolution, let us<br/>smoke the 'calumet of peace with our Eng-<br/>lish brethren. We should 'be mindful that<br/>in the 'days of the revolution there were<br/>220 many 'tories in our own country; that some<br/>of the most 'barbarous deeds of the war<br/>were 'performed by Americans against their<br/>own 'countrymen; and that, in the British<br/>Parliament, were 'delivered some of the most<br/>225 powerful 'speeches ever uttered by human<br/>lips, in 'favor of American liberty. While<br/>the 'archives of our country herald the names<br/>of our ancestors, may our lives 'exhibit their<br/>'wisdom, and our breasts glow with emulous</p> | <p>England.<br/>Wretchedness.<br/>Slaughter.<br/>Pipe.<br/>Recollect.<br/>Times.<br/>Supporters of tyranny.<br/>Cruel.<br/>Executed.<br/>Fellow-citizens.<br/>Pronounced.<br/>Orations.<br/>Support.<br/>Records.<br/>Show.<br/>Excellence.</p> |

What is the most heinous crime known to English law? 36. Are all that rebel against a government guilty of treason? 37. What is the expression, "darkest dye" called, in the 204th line? (§ 14.) 38. What may the expression, "calumet of peace," in the 217th line, be called? 39. How should we treat the people of England, as enemies or friends? 40. Name some of the barbarous deeds alluded to in the 221st line. 41. Name some of the speeches in the British Parliament, alluded to.

|     |                                                                                                                       |                                        |
|-----|-----------------------------------------------------------------------------------------------------------------------|----------------------------------------|
| 230 | 'zeal in their virtues, and our own actions<br>speak loudest their praise, and the 'sincerity<br>of our 'professions. | Enthusiasm.<br>Truth.<br>Declarations. |
|-----|-----------------------------------------------------------------------------------------------------------------------|----------------------------------------|

42. How can we best show our gratitude to our ancestors? 43. Give an analysis of Lesson XXIII.\*

LESSON XXIV.

CONSTITUTION OF THE UNITED STATES OF AMERICA.†

|    |                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                            |
|----|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------|
| WE | the 'People of the United States, in<br>order to form a more perfect Union, 'es-<br>tablish Justice, 'insure domestic Tranquil-<br>lity, provide for the 'common defence,<br>5 promote the general 'Welfare, and se-<br>cure the 'Blessings of Liberty to ourselves<br>and our 'Posterity, do ordain and establish<br>this 'CONSTITUTION for the United States<br>of 'America. | Inhabitants.<br>Confirm.<br>Make certain<br>Public.<br>Prosperity.<br>Advantages.<br>Descendants.<br>Form of go-<br>vernment.<br>The Western<br>Continent. |
|----|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------|

'ARTICLE I.

|    |                                                                                                                                                                                         |                                                                |
|----|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------|
| 10 | SEC. 1. All legislative Powers 'herein<br>'granted shall be vested in a Congress of the<br>United States, which shall 'consist of a Se-<br>nate and ' <i>House of Representatives</i> . | Clause.<br>In this.<br>Conceded.<br>Be composed<br>Lower House |
|----|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------|

1. Repeat the preamble of the Constitution. 2. Repeat section first of Article I. 3. Repeat section third of Article I. 4. What is the difference between *establish* and *confirm*, in the 2d line? 5. Between *welfare* and *prosperity*, in the 5th line? 6. *Chosen* and *elected*, in the

\* Intended for advanced pupils.

† This copy of the Constitution, as well as the Articles of the Confederation, is believed to be an exact copy in letter, text, and punctuation. For the former, the Author is indebted to Colonel Hickey's work on the Constitution; for the latter, to the Federalist, published by Glacier, Masters and Smith: both of which works purport to have been accurately compared with the original, in the Department of State at Washington—and which, therefore, may be relied on, even to punctuation. In accordance with the custom of the day, it will be perceived that most of the nouns are written in capitals, and that the punctuation, as well as the orthography, in some instances, varies from the common usage of the present day. Lessons 24, 25, 26, 27, 28.—The small figure 1, before the first letter of some word in each line, has been added for convenience, and does not appear in the original copy of the Constitution. Several words have been also changed to italics, to assist in the use of the marginal exercises. No words in the original copy, either of the Constitution or its Amendments, appear in italics.

'SEC. 2. The House of Representatives  
15 shall *'be composed* of Members chosen every  
'second Year by the People of the several  
States, and the 'Electors in each State shall  
have the 'Qualifications requisite for Electors  
of the most numerous 'Branch of the State  
20 'Legislature.

No Person shall be a 'Representative who  
shall not have *'attained to* the Age of twenty-  
five Years, and been seven Years a 'Citizen  
of the 'United States, and who shall not,  
25 when 'elected, be an Inhabitant of that State  
in which he shall be 'chosen.

Representatives and *'direct Taxes* shall be  
'apportioned among the several States which  
may be 'included within this Union, accord-  
30 ing to their 'respective Numbers, which shall  
be 'determined by adding to the whole  
Number of free Persons, 'including those  
bound to 'Service for a Term of Years, and  
'excluding Indians not taxed, three-fifths of  
35 all other Persons. The 'actual Enumeration  
shall be made 'within three Years after the  
first 'Meeting of the Congress of the United  
States, and within every 'subsequent Term  
of ten Years, in such 'Manner as they shall  
40 by Law 'direct. The Number of Representa-  
tives shall not 'exceed one for every thirty  
'Thousand, but each State shall 'have at Least  
one Representative; and 'until such enumera-

Part.  
Consist.  
Other.  
Voters.  
Legal power.  
Division.  
Assembly.  
Delegate.  
Arrived at.  
Possessor of the  
elective fran-  
chise.  
Union.  
Selected.  
Elected.  
Taxes assessed  
on real estate.  
Distributed.  
Contained.  
Relative.  
Ascertained.  
Comprising.  
Labor.  
Ejecting.  
Real.  
During.  
Assembling.  
Following.  
Way.  
Prescribe.  
Surpass.  
Be allowed.  
Till.



tion shall be 'made, the State of New Hamp-  
 45 shire shall *'be entitled* to chuse three, Mas-  
 sachusetts 'eight, Rhode Island and Provi-  
 dence Plantations 'one, Connecticut five,  
 New York 'six, New Jersey four, Pennsyl-  
 vania 'eight, Delaware one, Maryland six,  
 50 Virginia ten, North Carolina 'five, South Ca-  
 rolina five, 'and Georgia three.

When vacancies 'happen in the Repre-  
 sentation from any 'State, the Executive  
 Authority thereof shall 'issue Writs of Elec-  
 55 tion to 'fill such Vacancies.

The House of Representatives shall 'chuse  
 their 'Speaker and other Officers, and shall  
 have the 'sole Power of Impeachment.

SEC. 3. The 'Senate of the United States  
 60 shall be 'composed of two Senators from  
 each State, chosen by the 'Legislature thereof,  
 for six Years; and 'each Senator shall have  
 one 'Vote.

'Immediately after they shall be assembled  
 65 in consequence of the first 'Election, they  
 shall be divided as 'equally as may be into  
 three 'Classes. The Seats of the Senators  
 of the first Class shall be 'vacated at the Ex-  
 piration of the second 'Year, of the second  
 70 Class at the 'Expiration of the fourth Year,  
 and of the third 'Class at the Expiration of  
 the sixth Year, so that one-third 'may be  
 'chosen every second Year; and if Vacan-  
 cies happen by 'Resignation, or otherwise,

Finished.  
 Have a claim  
 8 Agents.  
 1 Representative  
 6 Delegates.  
 8 Deputies.  
 5 Factors.  
 Also.  
 Occur.  
 Commonwealth.  
 Send out.  
 Supply.  
 Elect.  
 Chairman.  
 Only.  
 Upper House  
 Formed.  
 Assembly.  
 Every.  
 Voice.  
 Directly.  
 Public choice  
 Exactly.  
 Ranks.  
 Made void.  
 Twelvemonth.  
 End.  
 Order.  
 Can.  
 Selected.  
 Formal with-  
 drawment.

75 during the 'Recess of the Legislature of any State, the Executive thereof may make 'temporary Appointments until the next 'Meeting of the Legislature, which shall then fill 'such 'Vacancies.

80 No Person shall be a 'Senator who shall not have '*attained to* the Age of thirty Years, and been nine Years a 'Citizen of the United States, and who shall not, when 'elected, be an *Inhabitant* of that State for which he 85 shall be 'chosen.

The '*Vice President* of the United States shall be 'President of the Senate, but shall have no Vote, unless they be equally 'divided.

The Senate shall chuse their other 'Officers, and also a President '*pro tempore*, in 90 the 'Absence of the Vice President, or when he shall 'exercise the Office of President of the 'United States.

The Senate shall have the 'sole Power to 95 try all Impeachments. When 'sitting for that 'Purpose, they shall be on Oath or Affirmation. 'When the President of the United States is tried, the Chief Justice shall 'preside: And no 'Person shall be convicted 100 without the 'Concurrence of two thirds of the Members 'present.

'Judgment in Cases of Impeachment shall not extend further than to 'removal from Office, and 'Disqualification to hold and en-

Suspension of business.  
Transient.  
Convening.  
Those.  
Deficiencies.  
Member of the Senate.  
Arrived at.  
Voter.  
Chosen.  
A resident.  
Elected.  
Officer next in rank below the President.  
Chief Officer.  
Separated.  
Servants.  
For the time being.  
Non-attendance.  
Perform.  
Union.  
Exclusive.  
Holding a session.  
Intention.  
At the time.  
Superintend temporarily.  
Individual.  
Approbation.  
Attending.  
Sentence.  
Displacement.  
Disability.

Between *temporary* and *transient*, in the 76th line? 12. *Purpose* and *intention*, in the 96th line? 13. *Manner* and *mode*, in the 110th line?

105 joy any Office of honour, Trust or Profit under the United States: but the Party convicted shall nevertheless be liable and subject to Indictment, Trial, Judgment and Punishment, according to Law.

110 SEC. 4. The Times, Places and Manner of holding Elections for *Senators and Representatives*, shall be prescribed in each State by the Legislature thereof; but the Congress may at any time by Law make or  
115 alter such Regulations, except as to the places of chusing Senators.

The Congress shall assemble at least once in every Year, and such Meeting shall be on the first Monday in December, unless  
120 they shall by Law appoint a different Day.

SEC. 5. Each House shall be the Judge of the Elections, Returns and Qualifications of its own Members, and *a Majority* of each shall constitute a Quorum to do Business;  
125 but a smaller Number may adjourn from day to day, and may be authorized to compel the Attendance of absent Members, in such Manner, and under such Penalties as each House may provide.

130 Each House may determine the Rules of its Proceedings, punish its Members for disorderly Behaviour, and, with the Concurrence of two thirds, expel a Member.

Each House shall keep a Journal of its

Emolument.  
Found guilty.  
Notwithstanding  
Arraignment  
Chastisement.  
Mode.  
Delegates.  
Directed.  
Of it.  
Form.  
Change.  
Localities.  
Meet.  
Gathering.  
Except.  
Designate.  
Examiner.  
Numerical statements.  
The greatest number.  
Legal number.  
Suspend business.  
Warranted by right.  
Non-attending.  
Way.  
Prescribe.  
Fix.  
Unruly.  
Conduct.  
Consent.  
Diary.

14. Behavior and conduct, in the 132d line? 15. Concurrence and consent, in the 132d line? 16. Place and spot, in the 145th line? 17.



135 'Proceedings, and from time to time publish  
the same, excepting such 'Parts as may in  
their 'Judgment require Secrecy; and the  
Yeas and Nays of the 'Members of either  
House on any 'question shall, at the Desire  
140 of one fifth of those Present, be 'entered on  
the 'Journal.

Neither House, during the 'Session of  
Congress, shall, without the 'Consent of the  
other, 'adjourn for more than three days, nor  
145 to any other 'Place than that in which the  
two Houses shall be 'sitting.

SEC. 6. The '*Senators and Representatives*  
shall receive a 'Compensation for their Ser-  
vices, to be ascertained by Law, and '*paid*  
150 *out of the 'Treasury of the United States.*  
They shall in all Cases, except 'Treason,  
Felony and Breach of the Peace, be privi-  
leged from Arrest during their 'Attendance  
at the Session of their 'respective Houses,  
155 and in going to and 'returning from the  
same; and for any 'Speech or Debate in  
either House, they shall not be 'questioned in  
any other 'Place.

No Senator or Representative shall, 'dur-  
160 ing the Time for which he was 'elected, be  
appointed to any civil 'Office under the  
'Authority of the United States, which shall  
have been created, or the 'Emoluments  
whereof shall have been 'encreased during

Transactions  
Portions.  
Opinion.  
Individuals.  
Subject of de-  
bate.  
Set down in  
writing.  
Record.  
Business term.  
Agreement.  
Suspend bu-  
siness.  
Spot.  
Assembled.  
Members of  
Congress.  
Remuneration.  
Disbursed from.  
Public fund.  
The levying of  
war against the  
United States,  
or giving aid or  
comfort to their  
enemies.  
Presence.  
Particular.  
Coming back.  
Harangue.  
Called to ac-  
count.  
Situation.  
Pending.  
Chosen.  
Post.  
Government.  
Profits.  
Augmented.

Repeat section six. 18. Illustrate the difference between *felony* and *breach of the peace*, in the 152d line. 19. Illustrate the difference between *speech* and *debate*, in the 156th line. 20. What is the difference

|                                                   |                  |
|---------------------------------------------------|------------------|
| 165 such time ; and no Person holding any 'Office | Charge.          |
| 'under the United States, shall be a Member       | By authority of. |
| of either House during his 'Continuance in        | Continuation     |
| 'Office.                                          | Employment       |

between *office* and *charge*, in the 165th line? 21. What is the difference between *continuance* and *continuation*, in the 167th line?

### LESSON XXV.

|                                                  |                                                                             |
|--------------------------------------------------|-----------------------------------------------------------------------------|
| SEC. 7. All Bills for raising 'Revenue shall     | Money for public expenses, by means of taxes, excises, customs, duties, &c. |
| originate in the House of Representatives ;      | Upper house of Congress.                                                    |
| but the 'Senate may propose or concur with       | Alterations.                                                                |
| 'Amendments as on other Bills.                   | Form of a law not enacted.                                                  |
| 5 Every 'Bill which shall have passed the        | Deputies.                                                                   |
| House of 'Representatives and the Senate,        | Offered.                                                                    |
| shall, before it become a Law, be 'presented     | Chief executive magistrate.                                                 |
| to the 'President of the United States ; If he   | Subscribe his name to.                                                      |
| approve he shall 'sign it, but if not he shall   | Adverse reasons.                                                            |
| 10 return it, with his 'Objections to that House | Had origin.                                                                 |
| in which it shall have 'originated, who shall    | Insert.                                                                     |
| 'enter the Objections at large on their Jour-    | Review.                                                                     |
| nal, and proceed to 'reconsider it. If after     | Revision.                                                                   |
| such 'Reconsideration two thirds of that         | Body.                                                                       |
| 15 'House shall agree to pass the Bill, it shall | Transmitted.                                                                |
| be 'sent, together with the Objections, to the   | Also.                                                                       |
| other House, by which it shall 'likewise be      | Sustained as right.                                                         |
| reconsidered, and if 'approved by two thirds     | The Bill.                                                                   |
| of that House, 'it shall become a Law. But       | Suffrages.                                                                  |
| 20 in all such Cases the 'Votes of both Houses   |                                                                             |

1. Repeat section seven—section eight, Article I. 2. Illustrate the difference between *likewise* and *also*, in the 17th line? 3. What is the meaning of *re* before *consider*, in the 13th line? 4. What

shall be 'determined by yeas and Nays, and the Names of the Persons '*voting for and against* the Bill shall be entered on the 'Journal of each House 'respectively. If any Bill  
 25 shall not be 'returned by the President within ten Days ('Sundays excepted) after it shall have been presented to him, the 'Same shall be a law, in 'like Manner as if he had signed it, unless the Congress by their 'Adjournment  
 30 prevent its Return, in which 'Case it shall not be a 'Law.

Every Order, 'Resolution, or Vote to which the Concurrence of the '*Senate and House of Representatives* may be 'necessary (except  
 35 on a question of Adjournment) shall be 'presented to the 'President of the United States; and before the Same shall 'take Effect, shall be 'approved by him, or being disapproved by him, shall be 'repassed by two thirds of  
 40 the Senate and House of 'Representatives, according to the Rules and 'Limitations prescribed '*in the Case* of a Bill.

SEC. 8. The Congress shall have 'Power To 'lay and collect Taxes, Duties, Imposts  
 45 and Excises, to 'pay the Debts and provide for the common Defence and general 'Welfare of the United States; but all 'Duties,

Decided.  
 Expressing their preference for, or rejection of.  
 Diary.  
 Particularly.  
 Sent back.  
 Sabbaths.  
 Bill.  
 Equal.  
 Close of Session.  
 Contingency.  
 Statute.  
 Formal determination.  
 Upper and lower houses of Congress.  
 Requisite.  
 Sent.  
 Executive.  
 Have.  
 Sanctioned.  
 Re-enacted.  
 Delegates.  
 Restrictions.  
 In the event.  
 Legal authority.  
 Impose.  
 Discharge.  
 Prosperity.  
 Customs.

is the meaning of *ad* before *journal*, in the 29th line? 5. Illustrate its meaning with other words. 6. What is the meaning of *dis* before *approved*, in the 38th line? 7. What peculiarity has it? 8. Illustrate its meaning with other words. 9. What is the meaning of *pro* before *vide*, in the 45th line? 10. How many words have two prefixes in section seven? 11. Illustrate their meaning with other words. 12.



|                                                                                                                                                                                     |                                                                                               |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------|
| 'Imposts and <sup>2</sup> Excises shall be uniform throughout the United States;                                                                                                    | Contributions.<br><br><sup>2</sup> Inland duties.                                             |
| 50 To 'borrow Money on the credit of the 'United States;                                                                                                                            | Obtain.<br><br>Government.                                                                    |
| To regulate 'Commerce with foreign Nations, and among the 'several States, and with the Indian 'Tribes;                                                                             | Trade.<br><br>Different.<br><br>Races.                                                        |
| 55 To establish an uniform Rule 'of <i>Naturalization</i> , and uniform Laws on the subject of 'Bankruptcies throughout the United States.                                          | For investing aliens with the rights and privileges of a native citizen.<br><br>Insolvencies. |
| To coin Money, regulate the 'Value thereof, and of foreign 'Coin, and fix the Standard                                                                                              | Worth.<br><br>Stamped money.                                                                  |
| 60 of ' <i>Weights and Measures</i> ;                                                                                                                                               | Quantities.                                                                                   |
| To provide for the Punishment of 'counterfeiting the 'Securities and <sup>2</sup> current Coin of the United States;                                                                | Forging.<br><br>Paper.<br><br><sup>2</sup> Circulating.                                       |
| To establish Post Offices and ' <i>post Roads</i> :                                                                                                                                 | Mail-routes.                                                                                  |
| 65 To 'promote the progress of Science and useful Arts, by securing for 'limited Times to Authors and Inventors the 'exclusive Right to their respective Writings and 'Discoveries; | Foster.<br><br>Restricted.<br><br>Sole.<br><br>Inventions.                                    |
| To constitute 'Tribunals inferior to the                                                                                                                                            | Courts of justice.<br><br>Highest.                                                            |
| 70 'supreme Court;                                                                                                                                                                  | Robberies.                                                                                    |
| To define and punish 'Piracies and Felonies committed on the high Seas, and 'Offences against ' <i>the Law of Nations</i> ;                                                         | Crimes.<br><br>International Law.                                                             |
| To 'declare War, grant Letters of Marque<br>75 and Reprisal, and make Rules 'concerning Captures on Land and 'Water;                                                                | Proclaim.<br><br>Pertaining to.<br><br>Sea.                                                   |

Repeat section eight. 13. What usually precedes a declaration of war? 14. What are letters of marque and reprisal? 15. In how many words is *pro* a prefix, in section eight? 16. What is the difference between *insurrections* and *rebellions*, in the 84th line? 17. Illustrate their meaning

|     |                                                                                                                                                                                                                          |                                |
|-----|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------|
|     | To raise and 'support Armies, but no Appropriation of Money <i>'to that Use</i> shall be for a longer 'Term than two Years ;                                                                                             | Maintain.<br>For that purpose. |
| 80  | To 'provide and maintain a Navy ;                                                                                                                                                                                        | Time.                          |
|     | To make 'Rules for the Government and Regulation of the land and naval 'Forces ;                                                                                                                                         | Furnish.                       |
|     | To provide for calling forth the 'Militia to execute the Laws of the Union, suppress 'In-                                                                                                                                | Laws.                          |
| 85  | surrections and repel 'Invasions ;                                                                                                                                                                                       | Troops.                        |
|     | To provide for 'organizing, arming, and disciplining, the Militia, and for governing such Part of them as may be 'employed in the Service of the United States, 'reserving                                               | Enrolled citizens.             |
| 90  | to the States 'respectively, the Appointment of the Officers, and the 'Authority of training the Militia according to the 'Discipline prescribed by Congress ;                                                           | Rebellions.                    |
|     | To 'exercise exclusive Legislation in all                                                                                                                                                                                | Attacks.                       |
| 95  | Cases whatsoever, over such 'District (not 'exceeding ten Miles square) as may, by 'Cession of particular States, and the Acceptance of Congress, become the 'Seat of the 'Government of the United States, and          | Putting in order.              |
| 100 | to 'exercise like Authority over all Places purchased by the Consent of the Legislature of the 'State in which the Same shall be, for the 'Erection of Forts, Magazines, Arsenals, Dock-Yards, and other needful 'Build- | Drilling.                      |
| 105 | ings ; — 'And                                                                                                                                                                                                            | Engaged.                       |
|     |                                                                                                                                                                                                                          | Retaining.                     |
|     |                                                                                                                                                                                                                          | Severally.                     |
|     |                                                                                                                                                                                                                          | Legal power.                   |
|     |                                                                                                                                                                                                                          | System of teaching.            |
|     |                                                                                                                                                                                                                          | Directed.                      |
|     |                                                                                                                                                                                                                          | Exert.                         |
|     |                                                                                                                                                                                                                          | Place.                         |
|     |                                                                                                                                                                                                                          | Beyond.                        |
|     |                                                                                                                                                                                                                          | Surrender.                     |
|     |                                                                                                                                                                                                                          | Place.                         |
|     |                                                                                                                                                                                                                          | Power.                         |
|     |                                                                                                                                                                                                                          | Have.                          |
|     |                                                                                                                                                                                                                          | Bought.                        |
|     |                                                                                                                                                                                                                          | Commonwealth.                  |
|     |                                                                                                                                                                                                                          | Building.                      |
|     |                                                                                                                                                                                                                          | Edifices.                      |
|     |                                                                                                                                                                                                                          | Also.                          |

with some other words. 18. How many miles square does the present seat of government contain? 19. How many did it formerly contain? 20. What is the difference between eight miles square and eight square miles? 21. Illustrate their difference by example. 22.

To make all Laws which shall be 'neces-  
sary and 'proper for carrying into Execution  
the 'foregoing Powers, and all other Powers  
'vested by this Constitution in the Government  
110 of the United States, or in any 'Department  
or 'Officer thereof.

SEC. 9. The 'Migration or Importation of  
such Persons as any of the States now 'ex-  
isting shall think proper to 'admit, shall not  
115 be 'prohibited by the Congress prior to the  
Year 'one thousand eight hundred and eight,  
but 'a *Tax* or Duty may be imposed on such  
'Importation, not exceeding ten dollars for  
each 'Person.

120 The Privilege of the Writ 'of *Habeas*  
*Corpus* shall not be suspended, unless when  
in Cases of Rebellion or Invasion the public  
Safety may 'require it.

No Bill of Attainder or '*ex post facto Law*  
125 shall be passed.

No Capitation, or other direct, Tax shall  
be 'laid, unless in Proportion to the Census  
or 'Enumeration herein before directed to be  
'taken.

130 No Tax or Duty shall be laid on 'Articles  
'exported from any State.

No 'Preference shall be given by any Re-  
gulation of 'Commerce or Revenue to the  
Ports of one 'State over those of another:  
135 nor shall Vessels 'bound to, or from, one

Indispensable.

Suitable.

Preceding.

Placed.

Division.

Person commis-  
sioned to per-  
form any pub-  
lic duty.

Immigration.

Being.

Grant en-  
trance to.

Interdicted.

1808.

An impost.

Ingression.

Individual.

For delivering a  
person from  
false imprison-  
ment, or for  
removing him  
from one court  
to another.

Need.

Law rendering  
an act punish-  
able, in a man-  
ner in which it  
was not pun-  
ishable at the  
time it was  
committed.

Imposed.

Account of  
population.

Made.

Goods.

Sent out in  
traffic.

Advantage.

Trade.

Province.

Sailing.

Repeat section nine. 23. What is the meaning of the affix *tion*, in  
*capitation*, in the 126th line? 24. In how many words in section nine  
is *tion* an affix? 25. What is the meaning of the prefix *ap* in *appro-*



State, be 'obliged to enter, clear, or pay  
'Duties in another.

Compelled.

Customs.

Depository of the  
public money.

A setting apart  
for a given pur-  
pose.

Exhibit.

Disbursements.

Made public.

Statedly.

Distinction by  
blood or rank.

Having.

Confidence.

Permission.

Receive.

Sort.

Government.

Make.

League.

Commissions

Issue.

Money.

Liquidation.

Weakening.

Bargains.

Appellation.

Approval.

Taxes.

Positively.

Commodity or  
manufacture  
examining.

Customs.

Goods or produce  
brought from fo-  
reign countr.es.

No Money shall be drawn from the 'Trea-  
sury, but in Consequence of 'Appropriations  
140 made by Law; and a regular 'Statement  
and Account of the Receipts and 'Expendi-  
tures of all public Money shall be 'published  
'from time to time.

No Title of 'Nobility shall be granted by  
145 the United States: And no Person 'holding  
any Office of Profit or 'Trust under them,  
shall, without the 'Consent of the Congress,  
'accept of any present, Emolument, Office,  
or Title, of any 'kind whatever, from any  
150 King, Prince, or foreign 'State.

SEC. 10. No State shall 'enter into any  
Treaty, 'Alliance, or Confederation; grant  
'Letters of \*Marque and \*Reprisal; coin  
Money; 'emit Bills of Credit; make any  
155 Thing but gold and silver 'Coin a Tender in  
'Payment of Debts; pass any Bill of At-  
tainer, ex post facto Law, or Law 'impair-  
ing the Obligation of 'Contracts, or grant  
any 'Title of Nobility.

160 No State shall, without the 'consent of the  
Congress, lay any 'Imposts or Duties on Im-  
ports or Exports, except what may be 'absol-  
utely necessary for executing its '*inspection*  
Laws: and the net Produce of all 'Duties  
165 and Imposts, laid by any State on Imports

priations, in the 139th line? 26. What peculiarities has it? 27. Re-  
peat section ten. 28. Illustrate the difference between imports and

\* See page 73, 45th line.

or 'Exports, shall be for the Use of the 'Trea-  
sury of the United States; and all such 'Laws  
shall be subject to the 'Revision and <sup>2</sup>'Controul  
of the Congress.

Articles of traffic  
carried abroad.

Ordinances.

Re-examination  
for correction.<sup>2</sup>Direction.

Permission.

Carrying ca-  
pacity.

Vessels.

Make.

Nation.

Entered by an  
army with a  
hostile design.

Impending.

Procrastination.

170 No State shall, without the 'Consent of  
Congress, lay any Duty of 'Tonnage, keep  
'Troops, or 'Ships of War in time of Peace,  
'enter into any Agreement or Compact with  
another State, or with a foreign 'Power, or  
175 engage in War, unless actually 'invaded, or  
in such 'imminent Danger as will not admit  
of 'Delay.

exports, in the 165th line? 29. Are there any words spelled contrary  
to present usage, in section ten? 30. Name some words that are  
spelled differently by writers of the present day.

## LESSON XXVI.

### ARTICLE II.

SEC. 1. The executive 'Power shall be  
'vested in a President of the United States of  
America. He shall 'hold his Office during  
the Term of four Years, and, 'together with  
5 the Vice President, chosen for the 'same  
Term, be elected, 'as follows

Authority.

Put in posses-  
sion of.

Retain.

In company.

Like.

In the follow-  
ing way.

Designate.

Prescribe.

Total.

Amount.

Have a claim

National As-  
sembly.

Each State shall 'appoint, in such Manner  
as the Legislature thereof may 'direct, a  
Number of Electors, equal to the 'whole  
10 'Number of Senators and Representatives to  
which the State may 'be entitled in the  
'Congress: but no Senator or Representa-

1. Repeat section one, Article II. 2. What is the meaning of the  
affix *or* in *Elector*, in the 15th line? 3. Illustrate its meaning with

tive, or Person 'holding an Office of Trust  
or 'Profit under the United States, shall be  
15 appointed *'an Elector*.

[\*The Electors shall 'meet in their respect-  
ive States, and vote by 'Ballot for two Per-  
sons, one of whom at least shall not be *'an*  
*Inhabitant* of the 'same State with them-  
20 selves. And they shall make a 'List of all  
the Persons voted for, and of the 'Number  
of Votes for 'each; which List they shall  
sign and 'certify, and transmit sealed to the  
'*Seat of the Government* of the United States,  
25 'directed to the President of the Senate. The  
President of the Senate shall, in the 'Pre-  
sence of the 'Senate and House of Repre-  
sentatives, 'open all the Certificates, and the  
Votes shall then be 'counted. The Person  
30 having the greatest 'Number of Votes shall  
be the President, if 'such Number be a Ma-  
jority of the 'whole Number of Electors  
'appointed; and if there be more than one  
who have such Majority, and have *'an equal*  
35 Number of 'Votes, then the House of Repre-  
sentatives shall 'immediately chuse by Ballot  
one of them for 'President; and if no Person  
have a 'Majority, then from the five highest  
on the 'List the said House shall in like  
40 Manner 'chuse the President. But in chus-  
ing the President, the 'Votes shall be taken

Having.  
Emolument.  
A President-  
chooser.  
Assemble.  
Written papers.  
A dweller.  
Identical.  
Catalogue.  
Amount.  
Every one.  
Testify to in  
writing.  
Metropolis.  
Superscribed  
Sight.  
Upper House  
Break the seals of  
Reckoned.  
Quantity.  
That.  
Entire.  
Deputed.  
The same.  
Voices.  
At once.  
Executive.  
Greater number.  
Roll.  
Elect.  
Suffrages.

some other words. 4. What peculiarities are there in the orthography of section one, Article II.? 5. What is the difference between a na-

\* This paragraph is cancelled, Article XII. of the Amendments being substituted for it, which see.



by States, the 'Representation from each State 'having one Vote; A Quorum for this Purpose shall 'consist of a Member or  
 45 'Members from twothirds of the States, and a Majority of all the States shall be 'necessary to a Choice. In 'every Case, after the 'Choice of the President, the Person having the greatest number of Votes of the 'Electors  
 50 shall be the Vice President. 'But if there should 'remain two or more who have equal Votes, the Senate shall 'chuse from them by Ballot the '*Vice President*.]

The Congress may 'determine the Time of  
 55 'chusing the Electors, and the Day on which they shall 'give their Votes; which Day shall be the same 'throughout the United States.

No Person except a 'natural born Citizen, or a 'Citizen of the United States, at the  
 60 time of the 'Adoption of this Constitution, shall be '*eligible to* the Office of President; neither shall any 'Person be eligible to that Office who shall not have '*attained to* the 'Age of thirty-five Years, and been fourteen  
 65 Years a Resident 'within the United States.

In Case of the 'Removal of the President from Office, or of his 'Death, Resignation, or 'Inability to discharge the Powers and 'Duties of the said Office, the same shall  
 70 '*devolve on* the Vice President, and the Congress may by Law provide for the 'Case of

Deputation.  
 Being entitled to.  
 Be composed.  
 Delegates.  
 Indispensable.  
 Each.  
 Election.  
 Electoral college.  
 Unless.  
 Be left.  
 Take.  
 The second officer of the Union  
 Set.  
 Selecting.  
 Deliver.  
 In every part of.  
 Native.  
 Voter.  
 Ratification.  
 Legally qualified for.  
 One.  
 Reached.  
 Period.  
 In the limits of.  
 Displacing.  
 Decease.  
 Incapacity.  
 Requirements.  
 Fall to.  
 Event.

tural born citizen, and a citizen of the United States at the time of the adoption of the Constitution? 6. What is the salary of the President

Removal, 'Death, Resignation, or Inability, both of the President and Vice President, 'declaring what Officer shall then 'act as President, and such Officer shall act 'accordingly, until the 'Disability be removed, or a President shall be 'elected.

The President shall, at 'stated Times, receive for his Services, a 'Compensation, which shall neither be encreased nor 'diminished during the 'Period for which he shall have been elected, and he shall not 'receive within that Period any other 'Emolument from the United States, or 'any of them.

Before he enter on the 'Execution of his Office, he shall take the following 'Oath or Affirmation:—

“I do solemnly 'swear (or affirm) that I “will faithfully 'execute the Office of President of the United States, and 'will to the “best of my Ability preserve, 'protect and defend the 'Constitution of the United States.

SEC. 2. The President shall be 'Commander in Chief of the 'Army and Navy of the United States, and of the 'Militia of the several States, when 'called into the actual 'Service of the United States; he may require the Opinion, in writing, of the 'principal Officer in each of the executive 'Departments, upon any Subject 'relating to the Duties of their 'respective Offices, and he shall have

Demise.  
Proclaiming.  
Govern.  
Conformably  
Incompetency.  
Chosen.  
Regular.  
Remuneration.  
Lessened.  
Time.  
Accept.  
Salary.  
Either.  
Performance of the duties of.  
Solemn declaration, made with an appeal to God for the truth thereof.  
Vow.  
Perform.  
Shall.  
Guard.  
Civil compact.  
Generalissimo.  
Land forces.  
Citizen soldiery.  
Mustered.  
Military duty  
Chief.  
Branches of government  
Pertaining.  
Several.

of the United States? 7. Illustrate the difference between *oath* and *affirmation*, in the 86th line. 8. Repeat section two, Article II. 9. What peculiarity is there in the orthography of section two, Art. II.?

Power to grant 'Reprieves and Pardons for  
'Offences against the United States, except in  
Cases of 'Impeachment.

105 He shall have Power, by and with the 'Ad-  
vice and 'Consent of the Senate, to make  
'Treaties, provided two thirds of the Senators  
present 'concur; and he shall nominate, and  
'by and with the Advice and Consent of the  
110 Senate, shall appoint 'Ambassadors, other  
public Ministers and Consuls, 'Judges of the  
'supreme Court, and all other Officers of the  
United States, whose 'Appointments are not  
herein otherwise 'provided for, and which  
115 shall be 'established by Law: but the Con-  
gress may by Law 'vest the Appointment of  
such inferior Officers, as they think 'proper,  
in the President 'alone, in the Courts of Law,  
or in the 'Heads of Departments.

120 The President shall have 'Power to fill up  
all Vacancies that may 'happen during the  
'Recess of the Senate, by granting Commis-  
sions which shall 'expire at the End of their  
next 'Session.

125 SEC. 3. He shall from time to time 'give  
to the Congress Information of the 'State of  
the Union, and recommend to their 'Consi-  
deration such 'Measures as he shall judge  
necessary and 'expedient; he may, on extra-  
130 ordinary Occasions, 'convene both Houses,

Temporary sus-  
pensions of the  
death sentence

Crimes.

Arraignment for  
treason.

Counsel.

Concurrence

Compacts.

Coincide.

Through.

Envoys.

Justices.

Paramount.

Designations.

Prepared.

Fixed.

Place.

Right.

Solely.

Chiefs.

Authority.

Occur.

Absence.

Terminate.

Business term.

Furnish.

Condition.

Notice.

Proceedings.

Proper.

Call together

10. In how many words in section two, Article II., is *ad* a prefix?  
11. Illustrate the difference between *recess* and *absence*, in the 122d  
line? 12. What do their prefixes denote? 13. In how many  
sentences can you write *case*, in the 131st line, so as to convey



|                                                                                                                                                                                                                                                     |                                                                                               |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------|
| <p>or either of them, and in Case of 'Disagree-<br/>ment between them, with 'Respect to the<br/>Time of 'Adjournment, he may adjourn them<br/>to such 'Time as he shall think proper; he</p>                                                        | <p>A difference.<br/>Regard.<br/>The close of<br/>session.<br/>Period.</p>                    |
| <p>135 shall 'receive Ambassadors and other public<br/>Ministers; he shall take Care that the 'Laws<br/>be 'faithfully executed, and shall Commission<br/>all the 'officers of the United States.</p>                                               | <p>Accept.<br/>Ordinances.<br/>Strictly.<br/>Employees.</p>                                   |
| <p>SEC. 4. The 'President, Vice President<br/>140 and 'all civil Officers of the United States,<br/>shall be 'removed from Office on Impeach-<br/>ment for, and 'Conviction of, Treason, Bribe-<br/>ry, or other high Crimes and 'Misdemeanors.</p> | <p>Chief officer.<br/>The whole of<br/>the.<br/>Displaced.<br/>Legal proof.<br/>Offences.</p> |

a different meaning in each? 14. Repeat section three, Article II.  
15. Repeat section four, Art. II. 16. What is the meaning of *Vice*  
when prefixed to nouns? 17. In how many sentences can you write  
*Vice*, so that it shall convey a different meaning in each?

## LESSON XXVII.

### ARTICLE III.

|                                                                                                                                                                                                                                                                                       |                                                                          |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------|
| <p>SEC. 1. The 'judicial Power of the United<br/>States, shall be 'vested in one supreme Court,<br/>and in such inferior 'Courts as the Congress<br/>may from time to time ordain and 'establish.</p>                                                                                 | <p>Legal.<br/>Placed.<br/>Tribunals.<br/>Found.</p>                      |
| <p>5 The Judges, both of the supreme and 'infe-<br/>rior Courts, shall 'hold their Offices during<br/>good 'Behavior, and shall, at stated Times,<br/>receive for their Services, a 'Compensation,<br/>which shall not be 'diminished during their<br/>10 'Continuance in Office.</p> | <p>Lower.<br/>Keep.<br/>Conduct.<br/>Salary.<br/>Lessened.<br/>Stay.</p> |

1. Repeat section one, Article III. 2. Repeat section two, Article

SEC. 2. The judicial Power shall *'extend*  
*to* all 'Cases, in Law and Equity, arising  
 under this Constitution, the 'Laws of the  
 United States, and 'Treaties made, or which  
 15 shall be 'made, under their Authority ;—to all  
 Cases 'affecting Ambassadors, other public  
 Ministers and 'Consuls ;—to all Cases of ad-  
 miralty and 'maritime Jurisdiction ;—to  
 'Controversies to which the United States  
 20 shall be a 'Party ;—to Controversies between  
 two or more 'States ;—between a State and  
 Citizens of another State ;— 'between Citi-  
 zens of 'different States,—between Citizens  
 of the same State 'claiming Lands under  
 25 'Grants of different States, and between a  
 State, or the Citizens thereof, and 'foreign  
 States, 'Citizens or Subjects.

In all Cases affecting 'Ambassadors, other  
 'public Ministers and Consuls, and those  
 30 'in which a State shall be Party, the supreme  
 Court shall have 'original Jurisdiction. In  
 all the other Cases before 'mentioned, the  
 supreme Court shall have '*appellate Jurisdic-  
 tion*, both as to Law and 'Fact, with such  
 35 'Exceptions, and under such Regulations as  
 the Congress shall 'make.

The 'Trial of all Crimes, except in Cases  
 of Impeachment, shall be by 'Jury ; and  
 such Trial shall '*be held* in the State where  
 40 the said Crimes shall have been 'committed ;

Reach.  
 Suits.  
 Legal enact-  
 ments.  
 Contracts.  
 Entered into.  
 Acting upon.  
 Government  
 agents.  
 Naval.  
 Disputes.  
 Litigant.  
 Sovereignties.  
 Betwixt.  
 Various.  
 Asserting or hav-  
 ing title to.  
 Deeds of con-  
 veyance.  
 Remote.  
 Inhabitants.  
 Envoys.  
 National.  
 Wherein.  
 Primitive.  
 Named.  
 Cognizance  
 of appeals.  
 Reality.  
 Reservations  
 Provide.  
 Examination.  
 Freeholders.  
 Take place.  
 Perpetrated.

III. 3. In how many sentences can you write the *Article*, so that it  
 shall convey a different meaning in each? 4. What are Ambassadors,  
 Public Ministers, and Consuls? 5. Illustrate the various meanings of

but when not 'committed within any State, the Trial shall be at such Place or 'Places as the Congress may by Law have 'directed.

SEC. 3. Treason against the '*United States*,  
45 shall consist only in 'levying War against them, or in adhering to their 'Enemies, giving them 'Aid and Comfort. No person shall be 'convicted of Treason unless on the 'Testimony of two Witnesses to the same  
50 'overt Act, or on Confession in open Court.

The Congress shall have 'Power to declare the 'Punishment of Treason, but no Attainder of Treason shall work '*Corruption of Blood*, or 'Forfeiture except during the Life of the  
55 Person 'attainted.

#### ARTICLE IV.

SEC. 1. Full 'Faith and Credit shall be 'given in each State to the public Acts, Records, and judicial 'Proceedings of every other State. And the Congress may by 'ge-  
60 neral Laws prescribe the 'Manner in which such 'Acts, Records and Proceedings shall be 'proved, and the Effect thereof.

SEC. 2. The Citizens of 'each State shall '*be entitled* to all Privileges and Immunities  
65 of Citizens in the 'several States.

A Person 'charged in any State with Treason, 'Felony, or other Crime, who shall 'flee from Justice, and be found in another

Done.  
Stations.  
Ordered.  
Republic of N. America.  
Waging.  
Foes.  
Assistance.  
Found guilty  
Evidence.  
Apparent.  
Authority.  
Penalty.  
Detriment to children.  
Loss of right.  
Rendered in- famous.

Belief.  
Allowed.  
Measures.  
Comprehensive.  
Mode.  
Edicts.  
Authenticated.  
Every.  
Have a claim  
Different.  
Implicated.  
Any offence pun- ishable with death.  
Abscond.

*law*, in the 43d line, in sentences. 6. In how many words is *con* and its forms a prefix, in Article III.? 7. What is the last paragraph in Article III.? 8. What is its meaning? 9. Illustrate in sentences the various significations of *open*, in the 50th line. 10. Repeat section



|                                                                                                 |                  |
|-------------------------------------------------------------------------------------------------|------------------|
|                                                                                                 | The requisition. |
| 70 Authority of the State 'from which he fled,                                                  | Out of.          |
| be 'delivered up, to be removed to the State having Jurisdiction of the 'Crime.                 | Given.           |
| No Person held 'to <i>Service or Labour</i> in one State, under the Laws thereof, 'escaping     | Offence.         |
| 75 into another, shall, 'in <i>Consequence</i> of any Law or Regulation therein, be 'discharged | As a slave.      |
| from such ' <i>Service or Labour</i> , but shall be delivered up on 'Claim of the Party to whom | Fleeing.         |
| such Service or Labour may be 'due.                                                             | By means.        |
| 80 SEC. 3. New States may be 'admitted by the Congress into this 'Union; but no new             | Released.        |
| State shall be formed or 'erected within the 'Jurisdiction of any other State; nor any          | Bondage.         |
| State be formed by the 'Junction of two or                                                      | Demand.          |
| 85 more States, or 'Parts of States, without the 'Consent of the Legislatures of the States     | Owing.           |
| 'concerned as well as of the Congress.                                                          | Received.        |
| The Congress shall have 'Power to dis-                                                          | Confederation.   |
| pose of and make all 'needful Rules and Re-                                                     | Established.     |
| 90 gulations 'respecting the 'Territory or other Property 'belonging to the United States;      | Limits.          |
| and nothing in this 'Constitution shall be so construed as to 'Prejudice any Claims of the      | Union.           |
| United States, or of any 'particular State.                                                     | Portions.        |
| 95 SEC. 4. The United States shall 'guarantee                                                   | Approbation.     |
| to every State in this Union a 'Republican                                                      | Interested.      |
|                                                                                                 | Authority.       |
|                                                                                                 | Necessary.       |
|                                                                                                 | Relating to.     |
|                                                                                                 | Pertaining.      |
|                                                                                                 | Compact.         |
|                                                                                                 | Impair.          |
|                                                                                                 | Individual.      |
|                                                                                                 | Secure.          |
|                                                                                                 | Representative.  |

one, Article IV. 11. Repeat section two, Article IV. 12. Illustrate in sentences the various significations of *claim*, in the 78th line. 13. What is the difference between *union* and *confederation*, in the 81st line? 14. Illustrate in sentences their various significations. 15. What is the difference between *power* and *authority*, in the 88th line? 16. Illustrate in sentences their various meanings. 17. Repeat section

|     |                                                                                                                                                                                                           |                  |
|-----|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------|
| 100 | Form of Government, and shall 'protect each of them against Invasion; and on 'Application of the Legislature, or of the 'Executive (when the Legislature cannot be 'convened) against 'domestic Violence. | Defend.          |
|     |                                                                                                                                                                                                           | Solicitation.    |
|     |                                                                                                                                                                                                           | Governor.        |
|     |                                                                                                                                                                                                           | Called together. |
|     |                                                                                                                                                                                                           | Intestine.       |

ARTICLE V.

|     |                                                                                                                                                                                                                                                             |                           |
|-----|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------|
| 105 | The 'Congress, whenever two thirds of both 'Houses shall deem it necessary, shall propose 'Amendments to this Constitution, or, on the 'Application of the Legislatures of two thirds of the 'several States, shall call a 'Convention for proposing Amend- | National As-<br>sembly.   |
|     |                                                                                                                                                                                                                                                             | Branches.                 |
| 110 | ments, which, in either Case, shall 'be valid to all Intents and Purposes, as 'Part of this Constitution, when 'ratified by the Legisla-                                                                                                                    | Alterations.              |
|     |                                                                                                                                                                                                                                                             | Request.                  |
| 115 | tures of three fourths of the 'several States, or by 'Conventions in three fourths thereof, as the one or the other 'Mode of Ratification may be 'proposed by the Congress; Provided that no 'Amendment which may be made                                   | Different.                |
|     |                                                                                                                                                                                                                                                             | Deliberative<br>Assembly. |
| 120 | 'prior to the Year one thousand eight hundred and eight shall in any Manner 'affect the first and fourth 'Clauses in the Ninth Section of the first Article; and that no 'State, with-                                                                      | Have legal<br>force.      |
|     |                                                                                                                                                                                                                                                             | Portion.                  |
|     | out its 'Consent, shall be deprived of its equal 'Suffrage in the Senate.                                                                                                                                                                                   | Confirmed.                |
|     |                                                                                                                                                                                                                                                             | Respective.               |
|     |                                                                                                                                                                                                                                                             | Convocations              |
|     |                                                                                                                                                                                                                                                             | Form.                     |
|     |                                                                                                                                                                                                                                                             | Chosen.                   |
|     |                                                                                                                                                                                                                                                             | Alteration.               |
|     |                                                                                                                                                                                                                                                             | Before.                   |
|     |                                                                                                                                                                                                                                                             | Act upon.                 |
|     |                                                                                                                                                                                                                                                             | Stipulations.             |
|     |                                                                                                                                                                                                                                                             | Commonwealth.             |
|     |                                                                                                                                                                                                                                                             | Permission.               |
|     |                                                                                                                                                                                                                                                             | Representation.           |

three, Article IV. 18. Repeat section four, Article IV. 19. What peculiarities in orthography are there in Article IV.? 20. How many simple sentences are there in Article IV.? 21. How many paragraphs? 22. Repeat Article V. 23. What is the difference between *several* and *different*, in the 106th line? 24. Illustrate in sentences their various significations. 25. What is the difference between *part* and *portion*, in the 109th line? 26. Illustrate in sentences their various significations. 27. What is the difference between *conventions* and *convocations*, in the 112th line? 28. What is the meaning of their prefixes? 29.

## ARTICLE VI.

All Debts 'contracted and Engagements entered into, before the 'Adoption of this Constitution, shall be as '*valid against* the  
 125 United States under this 'Constitution, as under the 'Confederation.

This Constitution, and the 'Laws of the United States which shall be made in 'Pursuance thereof; and all 'Treaties 'made, or  
 130 which shall be made, 'under the authority of the United States, shall be the 'supreme Law of the 'Land; and the Judges in every State shall be 'bound thereby, any Thing in the Constitution or 'Laws of any State to the  
 135 Contrary 'notwithstanding.

The Senators and 'Representatives before 'mentioned, and the Members of the several State 'Legislatures, and all executive and judicial 'Officers, both of the United States  
 140 and of the several States, shall be 'bound by Oath or Affirmation, to 'support this Constitution; but no religious 'Test shall ever be required as a 'Qualification to any Office or public 'Trust under the United States.

## ARTICLE VII.

145 The 'Ratification of the Conventions of

Incurred.  
 Ratification.  
 Binding on.  
 Compact.  
 Revolutionary alliance.  
 Statutes.  
 Consequence  
 Entered into.  
 By.  
 Paramount.  
 Country.  
 Restrained.  
 Legal enactments.  
 Nevertheless  
 Delegates.  
 Stated.  
 Governments.  
 Magistrates.  
 Constrained.  
 Uphold.  
 Form of belief.  
 Prerequisite.  
 Confidence.  
 Confirmation

Illustrate in sentences their various significations. 30. What is the difference between *laws* and *statutes*, in the 127th line? 31. Illustrate in sentences their various significations. 32. Repeat Article VI. 33. What is the difference between *land* and *country*, in the 132d line? 34. Illustrate in sentences their various significations. 35. What is the difference between *nevertheless* and *notwithstanding*, in the 135th line? 36. Illustrate in sentences their various significations. 37. What is the difference between *qualification* and *prerequisite*, in the 143d line? 38. Illustrate in sentences their various significations. 39. What is the



nine States, shall be '*sufficient for the Establishment of this Constitution* 'between the States so 'ratifying the Same.

'DONE in Convention by the Unanimous

150

Consent of the States 'present the Seventeenth Day of 'September in <sup>2</sup>*the Year of our Lord* one thousand seven hundred and Eighty seven 'and of the Independence of the '*United States of America* the Twelfth. In 'Witness whereof We have hereunto 'subscribed our 'Names.

155

'GEO WASHINGTON—

*Presidt and 'deputy from Virginia.\**

Adequate to ordain.

Among.

Sanctioning.

Made.

Represented.

Ninth month

<sup>2</sup> Anno Domini.

Also.

American Republic.

Testimony.

Signed.

Appellations.

The Father of his Country.

Delegate.

difference between *done* and *made*, in the 149th line? 40. Illustrate in sentences their various significations. 41. What is the difference between *witness* and *testimony*, in the 155th line? 42. Illustrate in sentences their various significations. 43. How many simple sentences are there in each Article of the Constitution? 44. How many paragraphs are there in each Article? 45. What Articles have only one section? 46. What is the number of sections in each of the other Articles?

\* The names of the rest of the signers of the Constitution are in the Biographical Table in the latter part of this volume.

*Note.*—On pages 118, 119, 120, 121, 122, 123, and several other pages in this book, few questions have been asked, on account of its being easy for the teacher to supply them. It will be observed that the questions of a moral bearing are not as frequent in this part of the book as in the former. These questions have been omitted, on account of its being easier for the young teacher to supply such questions. It was found, that carrying out the plan of full questions, would increase the size and price of the book so much, as to operate against its general introduction into Elementary schools. But it should always be borne in mind that moral questions are of paramount importance, and no recitation should be allowed to pass without an endeavor to guide the pupil aright in this respect. It cannot be too indelibly impressed on the mind of the pupil, that the above is an exact copy of the Constitution, excepting the italicised words, all of which in the original are uniform, and have been changed and the figures added for convenience in the use of the marginal exercises; that the spelling, punctuation, omissions of punctuation, &c., were peculiar to the times in which it was written; that the use of language improves with time; and that to imitate any of the peculiarities of the Constitution would be wrong and contrary to the established usage of the present age. For further illustration of the progression of the English language, see extracts from old English poetry, in the latter part of the Appendix.

## LESSON XXVIII.

## ARTICLES IN ADDITION TO, AND AMENDMENT OF, THE CONSTITUTION OF THE UNITED STATES OF AMERICA.

Proposed by Congress, and 'ratified by the Legislatures of the several States, 'pursuant to the fifth article of the 'original 'Constitution.

Sanctioned.  
According.  
Primitive.  
System of rules.

## (ARTICLE 1.)

5 Congress shall make no 'law respecting an establishment of religion, or 'prohibiting the free exercise thereof; or 'abridging the 'freedom of speech, or of the press; or the right of the people peaceably to 'assemble, 10 and to 'petition the Government for a redress of 'grievances.

Rule.  
Forbidding.  
Restricting.  
Liberty.  
Meet.  
Solicit.  
Wrongs.

## (ARTICLE 2.)

A well 'regulated Militia, being necessary to the 'security of a free State, the right of the people to keep and bear 'Arms, shall not 15 be 'infringed.

Ordered.  
Protection.  
Weapons.  
Violated.

## (ARTICLE III.)

No Soldier shall, in time of 'peace be 'quartered in any house, without the consent

Quiet.  
Stationed for lodging.

1. Repeat Article I. of the Amendments. 2. Repeat Article II. 3. What is the difference between *law* and *rule*, in the 5th line? 4. Illustrate in sentences their various significations. 5. What is the difference between *freedom* and *liberty*, in the 8th line? 6. Illustrate in sentences their various significations. 7. What peculiarity is omitted in the Amendments? 8. What is the difference between *grievances* and *wrongs*, in the 11th line? 9. What is the difference between *arms* and *weapons*, in the 14th line? 10. Repeat Article III. 11. Illustrate the difference between *quiet* and *peace*, in the 16th line. 12.

of the 'Owner, nor in time of war, but in a  
'manner to be prescribed by law.

Proprietor.  
Way.

(ARTICLE IV.)

20 The right of the people to be 'secure in  
their persons, 'houses, papers, and effects,  
'against unreasonable searches and seizures,  
shall not be 'violated, and no Warrants shall  
issue, but upon 'probable cause, supported by  
25 Oath or affirmation, and 'particularly de-  
scribing the place to be 'searched, and the  
persons or things to be 'seized.

Safe.  
Tenements.  
From.  
Infringed.  
Likely.  
Minutely.  
Examined.  
Taken pos-  
session of.

(ARTICLE V.)

No person shall be 'held to answer for a  
'capital, or otherwise infamous crime, unless  
30 on a presentment or 'indictment of a Grand  
Jury, except in 'cases arising in the land or  
naval forces, or in the 'Militia, when in ac-  
tual 'service in time of War or public  
'danger; nor shall any person be subject for  
35 the same offence to be twice put in 'jeopardy  
of life or limb; nor shall be 'compelled in  
any Criminal Case to 'be a witness against  
himself, nor be deprived of life, 'liberty, or  
property, without due 'process of law; nor  
40 shall 'private property be taken for public  
use, without just 'compensation.

Apprehended  
Life-endangering  
Written accusa-  
tion.  
Instances.  
Citizen soldiery.  
Duty.  
Peril.  
Danger.  
Constrained.  
Give evidence.  
Freedom.  
Proceedings in.  
Personal.  
Remuneration.

(ARTICLE VI.)

In all criminal prosecutions, the accused

Arraigned.

Between *way* and *manner*, in the 19th line. 13. Repeat Article IV.  
14. Illustrate the difference between *oath* and *affirmation*, in the 25th  
line. 15. Repeat Article V. 16. Illustrate the difference between  
*service* and *duty*, in the 33d line. 17. Between *jeopardy* and *danger*, in  
the 35th line. 18. Between *compensation* and *remuneration*, in the 41st



|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                         |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>shall enjoy the right to a 'speedy and public trial, by an 'impartial jury of the State and<br/> 45 district wherein the 'crime shall have been<br/> 'committed, which district shall have been<br/> previously 'ascertained by law, and to be<br/> informed of the nature and 'cause of the ac-<br/> cusation; to be 'confronted with the wit-<br/> 50 nesses against him; to have 'Compulsory<br/> 'process for obtaining Witnesses in his fa-<br/> vour, and to have the Assistance of 'Counsel<br/> for his 'defence.</p> | <p>Quick.<br/> Equitable.<br/> Misdemeanor.<br/> Perpetrated.<br/> Established.<br/> Reason.<br/> Set face to face.<br/> Forcible.<br/> Proceeding.<br/> Lawyers.<br/> Vindication.</p> |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

## (ARTICLE VII.)

|                                                                                                                                                                                                                                                                                                                                     |                                                                                                                          |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------|
| <p>In 'Suits at common law, where the value<br/> 55 in 'controversy shall exceed twenty dollars,<br/> the right of trial by jury shall be 'preserved,<br/> and no fact 'tried by a jury shall be other-<br/> wise re-examined in any 'Court of the United<br/> States, than according to the 'rules of the<br/> 60 'common law.</p> | <p>Prosecutions.<br/> Dispute.<br/> Maintained.<br/> Examined.<br/> Legal tribunal.<br/> Precedents.<br/> Unwritten.</p> |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------|

## (ARTICLE VIII.)

|                                                                                                                                       |                                                      |
|---------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------|
| <p>Excessive 'bail shall not be required, nor<br/> excessive 'fines imposed, nor cruel and un-<br/> usual 'punishments inflicted.</p> | <p>Security.<br/> Penalties.<br/> Chastishments.</p> |
|---------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------|

## (ARTICLE IX.)

|                                                                                                                                                           |                                                |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------|
| <p>The 'enumeration in the Constitution, of<br/> 65 certain rights, shall not be construed to 'deny<br/> or disparage others 'retained by the people.</p> | <p>Specification.<br/> Gainsay.<br/> Kept.</p> |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------|

line. 19. Repeat Article VI. 20. What is the difference between *speedy* and *quick*, in the 43d line? 21. Between *crime* and *misdemeanor*, in the 45th line? 22. Between *cause* and *reason*, in the 48th line? 23. Between *proceeding* and *process*, in the 51st line? 24. What peculiarities are there in Article VIII.? 25. Repeat Article VII. 26. How many simple sentences are there in Article VII.? 27. Repeat Article VIII. 28. What is the difference between *bail* and *security*, in

(ARTICLE X.)

The powers not 'delegated to the United States by the Constitution, nor 'prohibited by it to the States, are 'reserved to the 70 States respectively, or to the 'people.

Intrusted.  
Forbidden.  
Retained.  
Inhabitants.

(ARTICLE XI.)

The Judicial 'power of the United States shall not be 'construed to extend to any suit in law or equity, 'commenced or prosecuted against one of the United States by 'Citizens 75 of another 'State, or by Citizens or Subjects of any 'Foreign State.

Authority.  
Understood.  
Instituted.  
Dwellers.  
Commonwealth.  
Distant.

(ARTICLE XII.)

The Electors shall 'meet in their respective states, and vote by 'ballot for President and Vice President, one of whom, at least, 'shall 80 not be an 'inhabitant of the same state with themselves; they shall 'name in their ballots the 'person voted for as President, and in 'distinct ballots the person voted for as Vice-President, and they shall 'make distinct lists 85 of all persons 'voted for as President, and of all 'persons voted for as Vice-President, and of the 'number of votes for each, which 'lists they shall sign and certify, and transmit 'sealed to the seat of the government of

Assemble.  
Ticket.  
Must.  
Citizen.  
Designate.  
Man.  
Separate.  
Form.  
Balloted.  
Individuals.  
Amount.  
Catalogues.  
Closed.

the 61st line? 29. Repeat Article IX. 30. What is the difference between *kept* and *retained*, in the 66th line? 31. What peculiarity has Article IX.? 32. Repeat Article X. 33. What is the difference between *people* and *inhabitants*, in the 70th line? 34. Repeat Article XI. 35. What is the difference between *state* and *commonwealth*, in the 75th line? 36. Between *foreign* and *distant*, in the 76th line? 37. Repeat Article XII. 38. What is the difference between *meet* and *assemble*, in the 77th line? 39. Between *ballot* and *ticket*, in the 78th line? 40. Between *catalogues* and *lists*, in the 88th line? 41. Between

|     |                                                                                                                                                                                                                                  |                                                                            |
|-----|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------|
| 90  | the United States, 'directed to the President of the Senate;—The 'President of the Senate shall, in 'presence of the Senate and House of Representatives, 'open all the certificates and the votes shall then be 'counted;       | Addressed.<br>Speaker.<br>Sight.<br>Break the seals of.<br>Computed.       |
| 95  | —The person having the 'greatest number of 'votes for President, shall be the President, if such number be a 'majority of the whole number of Electors 'appointed; and if no person have such 'majority, then from the           | Largest.<br>Ballots.<br>Plurality.<br>Returned.<br>Excess.                 |
| 100 | persons having the 'highest numbers not 'exceeding three on the list of those voted for as President, the ' <i>House of Representatives</i> shall choose 'immediately, by ballot, the 'President. But in choosing the President, | Greatest.<br>Surpassing.<br>Lower House<br>Without delay.<br>Chief officer |
| 105 | the votes shall be taken by states, the representation from each state having one 'vote; a quorum for this purpose shall 'consist of a member or 'members from two-thirds of the states, and a majority of all the 'states shall | Delegation.<br>Voice.<br>Be composed<br>Deputies.<br>Commonwealths         |
| 110 | be necessary to a 'choice. And if the House of Representatives shall not 'choose a President whenever the 'right of choice shall devolve 'upon them, before the fourth day of March next 'following, then the Vice-President     | Selection.<br>Elect.<br>Power.<br>On.                                      |
| 115 | shall act as 'President, as in the case of the death or other constitutional 'disability of the President. The 'person having the <i>greatest number of</i> votes as Vice-President,                                             | Succeeding.<br>Chief magistrate.<br>Incapacity.<br>Citizen.<br>Most.       |

*presence* and *sight*, in the 92d line? 42. Between *open* and *break the seals of*, in the 93d line? 43. Between *largest* and *greatest*, in the 95th line? 44. Between *upon* and *on*, in the 113th line? 45. What difference is there between the orthography of the Amendments and the



|     |                                                                                                                                                                                                                               |                             |
|-----|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------|
|     | shall be the Vice-President, 'if such number                                                                                                                                                                                  | Provided.                   |
| 120 | be a majority of the whole 'number of Electors 'appointed, and if no person have a majority, then from the two highest 'numbers on the list, the Senate shall 'choose the Vice-President; a 'quorum for the purpose shall     | Amount.                     |
|     |                                                                                                                                                                                                                               | Allotted.                   |
|     |                                                                                                                                                                                                                               | Names.                      |
|     |                                                                                                                                                                                                                               | Select.                     |
|     |                                                                                                                                                                                                                               | Legal number.               |
| 125 | consist of two-thirds of the 'whole number of Senators, and 'a majority of the whole number shall be 'necessary to a choice. But no person constitutionally 'ineligible to the office of President shall be 'eligible to that | Entire.                     |
|     |                                                                                                                                                                                                                               | More than one-half.         |
|     |                                                                                                                                                                                                                               | Indispensable.              |
|     |                                                                                                                                                                                                                               | Incapable of being elected. |
|     |                                                                                                                                                                                                                               | Qualified for.              |
| 130 | of Vice-President of the 'United States.                                                                                                                                                                                      | Union.                      |

Constitution? 46. What are some of the differences between those documents? 47. How do you account for the apparent inconsistencies in the use of capital letters? 48. Do you suppose there is any human composition free from error? 49. What ought these things to teach us? 50. In how many words is *ad*, and the forms it assumes, a prefix in the Constitution and its Amendments? 51. In how many words is *con* and its variations a prefix? 52. In how many words is *pre* a prefix? 53. In how many words is *pro* a prefix? 54. In how many words is *ob* and its variations a prefix? 55. In how many words is *re* a prefix? 56. In how many words is *sub* and its variations a prefix? 57. How many forms does *ad* assume? 58. Why does *ad* take so many forms? 59. Why do you suppose there are so many repetitions of important words in the Constitution? 60. What is the frequent repetition of important words in the same paragraph called? 61. What rule in written documents should take precedence of all others? 62. What are the significations of the prefixes, *ad*, *con*, *pre*, *pro*, and *ob*? 63. Illustrate the use of each in words. 64. Illustrate the meaning of the words in sentences. 65. How many words are spelled different from present usage, in the Constitution? 66. How many in the Amendments? 67. What do you suppose was the last important national document, which was written according to the old plan of beginning every noun with a capital letter? 68. Do you know of any nation at the present day that begins all nouns with capital letters? 69. Name the advantages and disadvantages of this plan? 70. Name all the peculiarities of the Constitution and its Amendments. 71. How do you account for many of the variations?\*

\* The Teacher may continue similar questions according to the proficiency of the class. After the pupils have committed to memory the whole of the Constitution and its Amendments, and repeated the same a sufficient number of times, then they should be exercised by questions in every possible form. Additional questions may be found in the succeeding commentary.

## LESSON XXIX.

|                                                              |                  |
|--------------------------------------------------------------|------------------|
| (§ 1.) CONSTITUTION is 'derived from the                     | Traced.          |
| Latin <i>con</i> , and <i>statuo</i> , and 'means to settle, | Signifies.       |
| to fix, to 'establish, to ordain, decree, appoint,           | Confirm.         |
| or determine. It 'denotes particularly that                  | Means.           |
| 5 'form of government which is instituted                    | System.          |
| either by the people, or for their 'benefit. In              | Advantage.       |
| its 'general acceptation, it signifies a system              | Usual.           |
| of 'fundamental rules, principles, and ordi-                 | Essential.       |
| nances, for the 'government of a society,                    | Control.         |
| 10 community, state, or 'nation. In England,                 | Country.         |
| and other 'monarchical countries, the Con-                   | Regal.           |
| stitution depends upon the 'immemorial con-                  | Unremembered.    |
| sent of the people, and long-established 'usage;             | Custom.          |
| hence it is difficult for a 'majority of the                 | Plurality.       |
| 15 people in 'monarchies either to know defi-                | Kingdoms.        |
| nitely what their Constitution is, or to 'un-                | Comprehend       |
| derstand its 'meaning. (§ 2.) But the Con-                   | Signification.   |
| stitution of the United States is 'accurately                | Correctly.       |
| and clearly 'defined in writing, in such plain               | Expressed.       |
| 20 and 'intelligible language, that it can be                | Familiar.        |
| comprehended by 'every person who can                        | Each.            |
| read any article understandingly, 'throughout                | All over.        |
| our 'land. It establishes and defines the                    | Country.         |
| 'rights of the people, and prescribes the power              | Privileges.      |
| 25 of legislators and 'rulers. That part of the              | Governors.       |
| Constitution which precedes the first 'Article,              | Distinct clause. |
| has been justly called its 'preamble; though                 | Preface.         |

(§ 1.) 1. Give a synopsis of section one. 2. From what is *Constitution* derived? 3. Illustrate its various meanings in sentences? 4. Wherein is our government different from that of England and other monarchical governments? (§ 2.) 5. What is the character of the

the framers did not designate it by any 'name  
'whatever.

30 (§ 3.) Preamble is '*derived from* the Latin  
*præ*, and *ambulo*, and means to 'go or come  
before. It denotes 'particularly an introduc-  
tion, a 'proem. In its general acceptance, it  
means an introduction to any 'discourse or  
35 writing, the 'introductory matter to a statute,  
a bill, or act of a legislative 'body; it names  
the parties to any 'document of writing, and  
sets forth in 'general terms its objects and  
its meaning. Every article in the 'Consti-  
40 tution has 'reference to one or more of the  
'specified objects in the preamble, which pre-  
cedes the first article, and 'expounds the  
motives and the designs of its 'framers. The  
preamble is, 'therefore, of the utmost import-  
45 ance in 'elucidating the principles of the  
Constitution. (§ 4.) "We the 'people of the  
United States," 'denotes that the people of  
each and every 'state have, by their sepa-  
rate and deliberate acts, 'adopted the Con-  
50 stitution, and that it consequently 'emanated  
from the highest 'source of all power. The  
Constitution, like every other 'code, has been  
variously 'understood by different individuals.  
It is 'evident that a work of such a compre-  
55 hensive and 'enduring character, must speak

Title.  
At all.  
A derivative of.  
Walk.  
Especially.  
Preface.  
Speech.  
Preliminary.  
Assembly.  
Instrument.  
Unrestricted.  
Supreme Law.  
Allusion.  
Particularized.  
Explains.  
Makers.  
Consequently.  
Illustrating.  
Citizens.  
Signifies.  
Confederacy.  
Acknowledged.  
Proceeded.  
Fountain.  
Digest of law  
Construed.  
Plain.  
Lasting.

Constitution of the United States? (§ 3.) 6. From what is *preamble*  
derived? 7. What is the object of a preamble? 8. Why is a pre-  
amble of much importance? 9. Illustrate it as a noun, and as a verb  
in sentences. (§ 4.) 10. What does the expression, "We the people  
of the United States," denote? 11. Has the Constitution been under-  
stood differently by different persons? 12. Is there any code which



in general terms—that it is to be 'viewed  
'conjointly, and that every word has its nat-  
ural and 'obvious meaning.

(§ 5.) It is, as its 'preamble declares it  
60 to be, 'established by the people; it is a  
contract 'binding alike each and every citi-  
zen 'within the United States, to establish  
and maintain a government for the 'benefit  
of the whole people, and is therefore 'para-  
65 mount to all state Constitutions, 'and all other  
'authority whatever. (§ 6.) It was scrutinized  
previous to its adoption in all its 'bearings, by  
the people of the 'whole country; not on one  
occasion alone, but for a 'series of months.  
70 Since its 'original adoption, it has stood the  
investigation of '*the entire* people of seventeen  
new states. It is, therefore, the 'work of pa-  
triotism of a past age, 'endorsed by thirty sepa-  
rate state legislatures. It was expressly 'pre-  
75 pared to be ratified by the '*great body* of the  
people, to be 'understood by them, and to be the  
'fireside companion of every family through-  
out the land. Such are its 'transcendent mer-  
its, that it has stood the 'test of time and re-  
80 ceived the 'admiration of the civilized world.

(§ 7.) The 'Constitution of the United  
States contained originally a 'preamble and  
seven 'articles, the framing of which occu-

Taken.  
Unitedly.  
Clear.  
Introduction.  
Founded.  
Obligatory.  
In.  
Advantage.  
Superior.  
Also.  
Power.  
Points.  
Entire.  
Succession.  
First.  
All the.  
Production.  
Sanctioned.  
Framed.  
Mass.  
Comprehended.  
Domestic.  
Unequalled.  
Trial.  
Applause.  
Supreme law  
Preface.  
Stipulations.

is exempt from erroneous interpretation? (§ 5.) 13. By whom, and for what purpose was the Constitution established? 14. What is paramount to all authority? (§ 6.) 15. Give a synopsis of section six. 16. What are some of the reasons that lead you to believe that the Constitution is a work of much merit? (§ 7.) 17. Give a detailed account of section seven. 18. What is the difference between *meaning*

|                                                          |                                  |
|----------------------------------------------------------|----------------------------------|
| <p>pied several of the 'purest patriots, and the</p>     | <p>Most disinter-<br/>ested.</p> |
| <p>85 ablest 'statesmen of the country, from the</p>     | <p>Politicians.</p>              |
| <p>14th of May 'till the 17th of September,</p>          | <p>To.</p>                       |
| <p>1787. It subsequently passed the 'ordeal of</p>       | <p>Severe scrutiny.</p>          |
| <p>thirteen distinct state 'conventions, and re-</p>     | <p>Assemblies.</p>               |
| <p>90 largest and most 'enlightened body of patriots</p> | <p>Learned.</p>                  |
| <p>that had ever 'existed in any country or in</p>       | <p>Intelligent.</p>              |
| <p>any 'age. Hence we find every word has</p>            | <p>Lived.</p>                    |
| <p>its place, and every sentence a 'meaning—</p>         | <p>Epoch.</p>                    |
| <p>that it is the only uninspired document 'ex-</p>      | <p>Signification.</p>            |
| <p>95 tant, that combines the 'fundamental princi-</p>   | <p>In being.</p>                 |
| <p>ples of all the political 'wisdom of ancient</p>      | <p>Essential.</p>                |
| <p>and modern 'times. (§ 8.) The preamble,</p>           | <p>Knowledge.</p>                |
| <p>for 'comprehensive brevity, is probably un-</p>       | <p>Days.</p>                     |
| <p>equalled in this or any other 'language; it</p>       | <p>Conciseness.</p>              |
| <p>100 'declares the authority by whom, and the</p>      | <p>Tongue.</p>                   |
| <p>'objects for which the Constitution was or-</p>       | <p>Proclaims.</p>                |
| <p>dained and 'established; and though the Con-</p>      | <p>Purposes.</p>                 |
| <p>stitution was 'framed by the tried and faithful</p>   | <p>Instituted.</p>               |
| <p>representatives of the 'people, yet, before it</p>    | <p>Composed.</p>                 |
| <p>105 became a law, it received the 'comments and</p>   | <p>Citizens.</p>                 |
| <p>the 'scrutiny of the whole people of the</p>          | <p>Observations</p>              |
| <p>'country — and each and every one of the</p>          | <p>Investigation</p>             |
| <p>patriots of the revolution may be 'considered</p>     | <p>United States</p>             |
| <p>a contributor to its 'transcendent excellences</p>    | <p>Regarded.</p>                 |
| <p>110 —though some may have 'strenuously op-</p>        | <p>Surpassing.</p>               |
| <p>posed its 'adoption; for it is only by the</p>        | <p>Zealously.</p>                |
| <p>keenest criticism, that the 'latent defects of</p>    | <p>Ratification.</p>             |
| <p>a theory can be discovered and 'rectified.</p>        | <p>Hidden.</p>                   |
|                                                          | <p>Corrected.</p>                |

and *signification*, in the 93d line? (§ 8.) 19. Repeat the substance of section eight. 20. What is the difference between *comments* and *observations*, in the 105th line? 21. Between *latent* and *hidden*, in the

|     |                                                     |                  |
|-----|-----------------------------------------------------|------------------|
|     | (§ 9.) 'Happily for this country, for the fame      | Fortunately.     |
| 115 | of its 'framers, and for all succeeding ages,       | Authors.         |
|     | there existed a 'powerful, an enlightened, and      | Potent.          |
|     | even a patriotic band, 'opposed to the adoption     | Adverse.         |
|     | of the Constitution ; and some of its most 'in-     | Inestimable.     |
|     | valuable and permanent 'features would have         | Parts.           |
| 120 | been omitted, had it not been for 'an <i>argus-</i> | A sharp-sighted. |
|     | <i>eyed</i> opposition. 'From the first settlement  | Ever after.      |
|     | of the country, the colonists had 'seen the         | Perceived.       |
|     | 'benefits of association ; and at the declara-      | Advantages.      |
|     | tion of independence 'nothing was deemed            | Naught.          |
| 125 | of more importance than 'fraternal union.           | Brotherly.       |
|     | (§ 10.) The trials and 'reverses of the revo-       | Misfortunes.     |
|     | lution were but a 'series of experiments            | Course.          |
|     | towards cementing the 'ties of friendship           | Bonds.           |
|     | among 'neighboring states, which, though            | Contiguous.      |
| 130 | 'originating in necessity, and contrary to the      | Beginning.       |
|     | 'practices of ancient confederacies, has proved     | Customs.         |
|     | to the world, that 'permanent political ag-         | Enduring.        |
|     | grandizement can alone be 'attained by states       | Reached.         |
|     | 'disseminating blessings to all neighboring         | Spreading.       |
| 135 | communities. The American 'Constitution             | Palladium.       |
|     | far surpasses the seven ancient 'wonders of         | Prodigies.       |
|     | the world, in the magnificence of its 'archi-       | Construction     |
|     | tecture, and in its claims to the 'applause of      | Approbation.     |
|     | 'mankind.                                           | The world.       |
| 140 | (§ 11.) Yet, this instrument, 'perfect as it        | Complete.        |
|     | is, was 'adopted unanimously by only three          | Sanctioned.      |

112th line? (§ 9.) 22. Of what does section ninth treat? 23. What is the difference between *potent* and *powerful*, in the 116th line? (§ 10.) 24. Give a synopsis of section tenth? 25. What is the difference between *series* and *course*, in the 127th line? 26. Between *practices* and *customs*, in the 131st line? 27. *Palladium* is neither definition nor synonym of Constitution — what is the meaning of it? (§ 11.) 28.



|                                                    |                             |
|----------------------------------------------------|-----------------------------|
| of the 'smaller states of the Union; and so        | Lesser.                     |
| 'prudent, so extremely cautious were our an-       | Circumspect.                |
| cestors, that it was 'nearly a year after it was   | Almost.                     |
| 145 framed before it 'received the sanction of the | Obtained.                   |
| 'requisite number of states and of the people,     | Necessary.                  |
| to make it the 'supreme law of the land. It        | Paramount.                  |
| will be 'perceived that the Constitution was       | Seen.                       |
| 'ratified by the people, who are the only true     | Approved and<br>sanctioned. |
| 150 source whence all authority 'flows; and that   | Issues.                     |
| it differed 'essentially from the old articles     | Materially.                 |
| of confederation, which 'emanated from the         | Sprang.                     |
| several state 'legislatures. (§ 12.) If then       | Assemblies.                 |
| the American Constitution 'emanated from           | Proceeded.                  |
| 155 the people, it is reasonable to 'suppose that  | Think.                      |
| it contains nothing but what it is 'proper for     | Right.                      |
| the people to 'know, nothing but what is           | Be acquaint-<br>ed with.    |
| perfectly 'intelligible, and nothing but what      | Clear.                      |
| it is the 'duty of all to understand: and the      | Obligation.                 |
| 160 first six lines of the 'preamble comprise the  | Introduction.               |
| 'objects for which the Constitution was            | Ends.                       |
| 'formed.                                           | Constructed.                |
| (§ 13.) The first 'object was "to form a           | Intention.                  |
| more perfect union;" 'implying that the            | Signifying.                 |
| 165 union then existing, the union that had 'car-  | Borne.                      |
| ried them 'triumphantly through the revolu-        | Victoriously.               |
| tionary 'war, the union that, taking them as       | Struggle.                   |
| dependent colonies, had 'raised them to the        | Elevated.                   |
| rank of 'an independent nation, was still          | A free.                     |

Repeat the substance of section eleventh. 29. What is the difference between *perfect* and *complete*, in the 140th line? 30. Between *perceived* and *seen*, in the 148th line? (§ 12.) 31. Of what does section twelfth treat? 32. What is the difference between *proper* and *right*, in the 156th line? (§ 13.) 33. Repeat the substance of section thirteenth. 34. What is the difference between *raised* and *elevated*, in the

|     |                                                                                                                                                                                                                                    |                                                                                  |
|-----|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------|
| 170 | 'imperfect. This "more perfect union" would secure 'tranquillity and prosperity at home, power and 'dignity abroad, and would diminish the causes of 'war. (§ 14.) It would 'enhance the general happiness of mankind,             | Defective.<br>Peace.<br>Honor.<br>Strife.<br>Increase.                           |
| 175 | 'confer dignity upon the American name, and give power, not to 'rulers, but to the people; thus 'perpetuating the "more perfect union." It should not be forgotten that our 'ancestors had many 'difficulties to contend with—sec- | Bestow.<br>Governors.<br>Eternizing.<br>Forefathers.<br>Obstacles.               |
| 180 | tional jealousies and 'prejudices then existed as they now do—but they 'went to their duties with 'pure hearts and enlightened and 'liberal views. From the political state of 'society, and the force of circumstances, it        | Prepossessions.<br>Applied them-selves.<br>Open.<br>Enlarged.<br>The Commu-nity. |
| 185 | was requisite for them to 'make numerous and 'liberal concessions; and now, for the people to 'disregard the injunctions of the Constitution, and 'cast it aside, would denote political 'insanity.                                | Grant.<br>Generous.<br>Slight.<br>Throw.<br>Derangement.                         |
| 190 | (§ 15.) Far more 'rational would it be, for navigators to 'disregard the position of the heavenly bodies, destroy their 'charts and 'compasses, and attempt to steer their frail 'barks amid storms and darkness across the        | Reasonable.<br>Pass by un-noticed.<br>Sea-maps.<br>Magnetic needles<br>Vessels.  |
| 195 | pathless 'ocean, than for the people of this country to 'destroy the chart of their liber-                                                                                                                                         | Main.<br>Annihilate.                                                             |

168th line? 35. Between *imperfect* and *defective*, in the 170th line? (§ 14.) 36. Give a detailed account of section fourteenth. 37. What is the difference between *confer* and *bestow*, in the 175th line? 38. Between *difficulties* and *obstacles*, in the 179th line? (§ 15.) 39. Of what does section fifteenth treat? 40. What is the difference between *rational* and *reasonable*, in the 190th line? 41. Between *ocean* and *main*, in the 195th line? 42. Cannot *main* be used in two directly

|                                                            |                        |
|------------------------------------------------------------|------------------------|
| ties, by 'permitting the violation of their                | Suffering.             |
| Constitution, and to cease to 'imitate the                 | Emulate.               |
| 'virtues of their ancestors. (§ 16.) The first             | Moral excellencies.    |
| 200 object 'declared in this Constitution is, to           | Proclaimed.            |
| 'form a "more perfect union." It is reason-                | Establish.             |
| able then to 'infer, from the character of its             | Suppose.               |
| framers, and the 'unparalleled caution and                 | Unequalled.            |
| 'deliberation of the whole people, before they             | Consideration.         |
| 205 'consecrated it as the charter of the rights of        | Hallowed.              |
| mankind, that an observance of its 'provi-                 | Stipulations.          |
| sions and rules will secure the objects 'de-               | Intended.              |
| signed. But how can the people either 'sus-                | Uphold.                |
| tain the Constitution, or even 'know what it               | Understand.            |
| 210 is, unless they read it, and 'ponder the mean-         | Reflect upon.          |
| ing of every 'sentence.                                    | Period.                |
| (§ 17.) It has been 'computed by enlight-                  | Calculated.            |
| ened statesmen, that of ' <i>the whole population</i>      | All the inhabitants.   |
| in our country, not one 'woman in ten thou-                | Mother.                |
| 215 sand, or one voter ' <i>out of</i> every hundred, ever | In.                    |
| read the Constitution. Yea, it is 'susceptible             | Capable.               |
| of demonstration, that the most 'sacred oaths              | Inviolable.            |
| to support the Constitution, are 'annually                 | Yearly.                |
| taken by a 'multitude of men, who never                    | Host.                  |
| 220 read a single sentence of that sacred 'docu-           | Writing.               |
| ment. If the pure 'spirits of departed pa-                 | Souls.                 |
| triot are permitted to ' <i>watch over</i> the inte-       | Superintend and guard. |
| rests of their 'posterity and their country,               | Descendants.           |
| from the regions of 'bliss, well may we                    | Felicity.              |

opposite senses? (§ 16.) 43. Repeat the substance of section sixteenth. 44. What is the difference between *consecrated* and *hallowed*, in the 205th line? 45. Between *ponder* and *reflect*, in the 210th line? (§ 17.) 46. Of what does section seventeenth treat? 47. What is the difference between *computed* and *calculated*, in the 212th line? 48. Between *bliss* and *felicity*, in the 224th line? 49. Between *swords* and



|     |                                                                                                                                                                                                                              |                                                                                          |
|-----|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------|
| 225 | suppose that the 'manes of its illustrious authors often exclaim, with an 'intenseness beyond the reach of human 'imagination, "O tempora! <sup>2</sup> O mores!" Let it never be forgotten that teachers, and not warriors, | Shades.<br>Earnestness.<br>Conception.<br>Oh, the times!<br><sup>2</sup> Oh, the morals! |
| 230 | common schools, and not 'swords and bayonets, sustain and 'perpetuate the power and the 'glory of our country, and its "more 'perfect union."                                                                                | Brands.<br>Continue.<br>Fame.<br>Complete.                                               |
|     | Of 'lands untaught it has been aye the doom                                                                                                                                                                                  | States.                                                                                  |
| 235 | To fill untimely 'an ignoble tomb;<br>Then foster 'learning, if you wish to save<br>Your country from the 'horrors of the glaive.                                                                                            | A disgraceful<br>Knowledge.<br>Terrors.                                                  |

*brands*, in the 230th line? 50. What is the meaning of *aye*, in the 234th line? 51. Of *glaive*, in the 237th line?

### LESSON XXX.

|        |                                                                                                                                                                                                                          |                                                          |
|--------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------|
| (§ 1.) | A FREE 'people should ever pay the most scrupulous attention to the liberal 'education of those whom 'nature has pointed out as the 'first teachers of mankind. No                                                       | Nation.<br>Training.<br>Providence.<br>Earliest.         |
| 5      | nation has ever attained, or can ever 'attain 'enduring greatness, whose females are superficially educated. The 'school, then, the entire school, both 'male and female, should early be made 'acquainted with the most | Reach.<br>Lasting.<br>Pupils.<br>Masculine.<br>Familiar. |
| 10     | perfect 'charter of human government that was ever framed by mortal men, whose 'fundamental principles can be 'traced down the vista of Time, for nearly ' <i>four thousand years</i> ,                                  | Embodiment<br>Primary.<br>Followed.<br>Forty centuries.  |

(§ 1.) 1. To what should a free people ever pay the most scrupu-

'deriving their immutable wisdom from 'in-  
15 spiration.

To keep 'intact this "perfect union formed,"  
And give its blessings to each 'future age,  
Our youths must be with patriot 'passion warmed  
By 'studying its glories on that page

20 Where, 'midst foul blots 'exposing Britain's shame,  
Is graved, in words of fire, 'Columbia's fame.

(§ 2.) The 'first object after forming a  
"more perfect union," was "to 'establish  
justice." Thus it is 'evident that the authors  
25 looked not for a 'model among the most  
'powerful governments of the age in which  
they lived, but to those 'immutable principles  
that respect men according to their 'deeds;  
and which, as countless centuries 'passed  
30 away, would enable the 'monument of their  
labors to 'remain unaltered. Without the  
most 'exact and impartial administration of  
justice, no inhabitant would be 'safe; hence  
the necessity "to establish 'justice" that would  
35 protect or 'punish alike the exalted and the  
humble, the rich and the poor, the 'powerful  
state with its 'millions, and the feeble terri-  
tory with its hundreds. (§ 3.) In 'disputed  
boundaries, in conflicting claims of 'indivi-  
40 duals living in 'different states, in reference  
to the national debt, and the 'local laws of  
each state, the 'national government must

Receiving.  
2Divine power.  
Untouched.  
Coming.  
Ardor.  
Pondering.  
Disclosing.  
Our country's  
Primary.  
Institute.  
Clear.  
Pattern.  
Mighty.  
Unchangeable.  
Actions.  
Rolled.  
Memorial.  
Continue.  
Strict.  
Secure.  
Equity.  
Chastise.  
Potent.  
Myriads.  
Contested.  
Persons.  
Separate.  
Sectional.  
Executive autho-  
rity.

lous attention? 2. From what is *Columbia*, in the phrase "Columbia's fame," 21st line, derived, and what is its meaning? (§ 2.) 3. Give a synopsis of section second. 4. What is the difference between *model* and *pattern*, in the 25th line? 5. Between *safe* and *secure*, in the 33d line? (§ 3.) 6. Of what does section third treat? 7. What is the difference

|                                                   |                |
|---------------------------------------------------|----------------|
| deal to all 'even-handed justice. The people      | Equal.         |
| having ' <i>an august</i> and impartial arbiter,  | A grand.       |
| 45 might 'repose in it with perfect safety. Thus  | Rest.          |
| border 'warfare, which in all past history had    | War.           |
| been found to 'disturb the tranquillity of        | Interrupt.     |
| 'neighboring states would be prevented, and       | Adjacent.      |
| the honest 'foreigner, driven by oppression       | Alien.         |
| 50 from his native country, might 'repose in the  | Confide.       |
| liberality and 'justice of the American Con-      | Equity.        |
| stitution, which proclaims to the 'uttermost      | Extreme.       |
| limits of the earth, that its 'object is "to es-  | Aim.           |
| tablish 'justice."                                | Right.         |
| 55 (§ 4.) "To ensure domestic 'tranquillity,"     | Quiet.         |
| was the third 'object of the Constitution. It     | Design.        |
| is important 'here to remark, that immedi-        | In this place. |
| ately after the 'war, the confederation bore      | Contest.       |
| the 'aspect of a speedy dissolution. The          | Appearance.    |
| 60 'sages of the revolution had, with reason,     | Wise men.      |
| 'feared less the formidable power of Great        | Dreaded.       |
| Britain, than the domestic 'tumults, that had     | Riots.         |
| 'engulphed all former democracies and repub-      | Swallowed up.  |
| lics. The 'confederation was a league of          | Confederacy.   |
| 65 'friendship among thirteen separate and inde-  | Amity.         |
| pendent 'sovereignties or nations, each of        | Governments    |
| which was exposed to the 'intrigues of foreign    | Plots.         |
| monarchies. 'Dissensions and disputes were        | Contentions.   |
| liable to arise 'among themselves; in fact each   | Between.       |
| 70 state, looking to its own 'immediate interest, | Present.       |

between *repose* and *rest*, in the 45th line? 8. Between *disturb* and *interrupt*, in the 47th line? (§ 4.) 9. From what is *independent* derived? 10. What does its first prefix denote? 11. What does its second prefix signify? 12. When two prefixes are joined to a word, which governs the meaning of the word? 13. Illustrate the difference between *contentions* and *dissensions*, in the 68th line? 14. What



|                                                                                                                                                                                                                             |                                                                                                     |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------|
| had 'silently withdrawn its support from the confederation, till, in the 'language of the day, "its 'tottering edifice was ready to fall, and crush the country 'beneath its ruins." (§ 5.)                                 | Quietly.<br>Expression.<br>Shaking.<br>Under.<br>Warning.<br>Separation.<br>Motives.<br>Strengthen. |
| 75 The states of Greece furnish 'admonitory lessons of the evils of 'disunion; and, notwithstanding the most powerful 'inducements existed to 'cement the union of the states, yet every day's 'experience proved, that     | Trial.                                                                                              |
| 80 petty strifes were likely to 'agitate the different states. 'Dissensions about boundaries, the fruitful 'cause of discord, had arisen; the states seemed to be 'jealous of each other's 'growing greatness; there was no | Disturb.<br>Quarrels.<br>Source.<br>Fearful.<br>Increasing.                                         |
| 85 'common head to the government; there was no president of all the states—but 'each state was, in 'fact, an independent nation, and 'had the full privilege of establishing any 'kind of government.                      | General.<br>Every.<br>Reality.<br>Possessed.<br>Sort.                                               |
| 90 (§ 6.) Hence, foreign 'intrigue might be brought to bear 'upon one or a few states, and 'induce them to adopt monarchical governments: it had been even 'suggested that Washington should be 'king. Experience           | Finesse.<br>On.<br>Actuate.<br>Hinted.<br>Monarch.                                                  |
| 95 'proved that the confederacy could not long 'continue; that there must be a government of more power and 'energy; that, to main-                                                                                         | Demonstrated.<br>Remain.<br>Force.                                                                  |

do their prefixes denote? (§ 5) 15. What is the difference between *quarrels* and *dissensions*, in the 81st line? 16. Illustrate in sentences their various significations. 17. What is the difference between *each* and *every*, in the 86th line? 18. Illustrate in sentences their significations. (§ 6.) 19. Why do you suppose it of the utmost importance to preserve domestic tranquillity? 20. What is the difference between *upon* and *on*, in the 91st line? 21. Spell each word in its order

|                                                                                              |                            |
|----------------------------------------------------------------------------------------------|----------------------------|
| tain the union, and secure domestic 'tranquillity, was of the utmost importance. 'Se-        | Quiet.<br>Different.       |
| 100 parate states would not have the 'power to defend themselves against foreign 'aggres-    | Ability<br>Assaults.       |
| sion; the weak would be 'unable success-                                                     | Not able.                  |
| fully to contend against the strong; 'rivalries, jealousies, and 'retaliatory measures would | Competitions<br>Revenging. |
| 105 be 'interminable. 'Those who had been rocked in the cradle of 'disunion, and experienced | Unlimited.<br>Separation.  |
| the horrors of war, well knew that the 'happiness and 'greatness of nations, as well as      | Bliss.<br>Strength.        |
| families, consisted in 'piety and domestic                                                   | Devoutness.                |
| 110 'tranquillity.                                                                           | Peace.                     |

in the first simple sentence of section six. 22. In the second. 23. In the third. 24. What advantage is there in spelling words from one's reading lesson? 25. What in spelling them seriatim?

### LESSON XXXI.

|                                                                                                                                |                            |
|--------------------------------------------------------------------------------------------------------------------------------|----------------------------|
| (§ 1.) THE fourth 'object in establishing the Constitution was, "to 'provide for the common 'defence." As the present state of | Design.<br>Make provision. |
| human society is 'constituted, the powerful                                                                                    | Protection.                |
| 5 are 'prone to disregard the rights of the weak.                                                                              | Formed.                    |
| The history of the world exhibits the 'mourn-                                                                                  | Disposed.                  |
| ful fact, that individuals and nations are 'dis-                                                                               | Melancholy.                |
| posed to consider their immediate 'pecuniary                                                                                   | Prone.                     |
| 10 fare, the cause of justice, or the 'inalienable                                                                             | Monetary.                  |
| rights of man. 'Innumerable instances have                                                                                     | Benefit.                   |
|                                                                                                                                | Inherent.<br>Numberless.   |

(§ 1.) 1. What was the object of the framers of the Constitution? 2. What does the history of the world show? (§ 2.) 3. What is the

|                                                                                                                                                                                                                                        |                                                                           |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------|
| 'occurred, in which the most unwarrantable and unprovoked 'assaults have been made upon the 'weak and defenceless. (§ 2.) The                                                                                                          | Transpired.<br>Attacks.<br>Feeble.                                        |
| 15 'founders of our republic justly considered it a matter of the utmost 'importance to shield their dearly-bought treasure — the 'legacy they were to 'bequeath, not to their posterity alone, but 'eventually to all mankind—against | Establishers.<br>Consequence<br>Inheritance.<br>Give by will.<br>Finally. |
| 20 the 'arts, the arms, and the machinations of the 'crowned heads of Europe. In union there would be no danger of war 'among the states; without it, the 'chances of war would increase, in exact 'ratio to the 'aug-                 | Artifices.<br>Kings.<br>Between.<br>Liabilities.<br>Proportion.           |
| 25 mented number of states. There would be no guarantee against the most 'prolific of all 'sources of war—territorial boundaries.                                                                                                      | 2Increased.<br>Fruitful.<br>Causes.                                       |
| (§ 3.) If our forefathers feared 'collision among only thirteen nations — if they 'saw                                                                                                                                                 | Clashing.<br>Observed.                                                    |
| 30 the 'necessity of union then to guard against dissensions at home, and 'assaults from abroad, it may be interesting and 'profitable for us to examine 'briefly some of the grounds on which they 'predicated their views, in        | Need.<br>Invasions.<br>Beneficial.<br>Concisely.<br>Established.          |
| 35 providing better for the 'common defence. They 'viewed the early history of the mother country, divided into seven 'kingdoms, unconnected with Scotland and Ireland, 'sub-                                                          | General.<br>Beheld.<br>Realms.<br>Exposed.                                |

difference between *inheritance* and *legacy*, in the 17th line? 4. Illustrate in sentences their various significations. 5. What is the difference between *among* and *between*, in the 22d line? 6. Is the impression conveyed by some of the dictionaries, that *between* is restricted to two, correct? 7. Assign your reasons for this opinion. (§ 3.) 8. Give a synopsis of section third. 9. Illustrate the difference between *need* and *necessity*, in the 30th line? 10. What is the difference between



|                                                         |                  |
|---------------------------------------------------------|------------------|
| jected to insults and wrongs—a 'scourged                | Chastised.       |
| 40 and 'timid victim of all warlike nations.            | Fearful.         |
| They traced the causes of the 'growing and              | Increasing.      |
| constantly advancing 'greatness of England,             | Power.           |
| as century after century passed 'away, to the           | By.              |
| 'augmented and cemented union at home, till             | Increased.       |
| 45 all the nations of the 'earth respected the          | World.           |
| British 'name, and awarded to England the               | Appellation.     |
| proud title of mistress of the 'ocean. (§ 4.)           | Sea.             |
| A 'memento of the effects of disunion, and              | Memorial.        |
| its results, misery, 'imbecility, and ruin, was         | Weakness.        |
| 50 to be seen in the ' <i>aboriginal inhabitants</i> of | Indians.         |
| ' <i>this country</i> . After having degenerated from   | America.         |
| time 'immemorial, the Indians, at the time of           | Out of mind.     |
| the 'discovery of America, were numerous,               | Finding out.     |
| and 'consecrated their time to war; yet, by             | Devoted.         |
| 55 disunion, 'tribe after 'tribe was overcome by        | Sept.            |
| the European 'conquerors, until, where mil-             | Invaders.        |
| lions of the aborigines were formerly 'mar-             | Mustered.        |
| shalled in ' <i>battle array</i> , no vestige remained  | Order of battle. |
| of their 'existence.                                    | Being.           |
| 60 (§ 5.) The measure of their 'irrational              | Unreasonable.    |
| career has been 'filled. No more do the                 | Made full.       |
| midnight 'orgies of barbarous 'incantations             | Revelries.       |
| disgrace human nature, and pollute Atlantic             | 2 Enchantments.  |
| soil. Their only 'monument is the history               | Memento.         |
| 65 written by their 'conquerors, which will ever        | Victors.         |

*ocean and sea*, in the 47th line? (§ 4.) 11. Repeat the substance of section four? 12. What is the difference between *consecrated* and *devoted*, in the 54th line? 13. Illustrate in sentences their various significations. 14. What is the difference between *tribe* and *sept*, in the 55th line? 15. Illustrate in sentences their various significations. (§ 5.) 16. What is the only monument of the aborigines of the Atlantic states? 17. In what way is the common defence best secured?

|                                                 |                          |
|-------------------------------------------------|--------------------------|
| remain, to exhibit the 'results of war, and to  | Consequences.            |
| afford a 'salutary lesson to all succeeding     | Beneficial.              |
| 'ages, that the "common defence" is best se-    | Generations.             |
| cured, not by the 'constant use of arms, but    | Continual.               |
| 70 by 'fraternal union. (§ 6.) Since the Con-   | Brotherly.               |
| stitution was 'formed, Europe has furnished     | Framed.                  |
| incontestable proofs of the 'wisdom of our      | Prudence.                |
| ancestors. Hereditary kings and 'nobles         | Peers.                   |
| have made common cause to 'extirpate every      | Eradicate.               |
| 75 root of republican 'principles; the soil of  | Tenets.                  |
| Europe has been 'soaked with the blood of       | Steeped.                 |
| millions 'struggling for liberty; the people    | Striving.                |
| of France and Greece have had, 'against         | Contrary to.             |
| their 'will, monarchical forms of government    | Inclination.             |
| 80 'prescribed for them by the "Holy Alliance;" | Established.             |
| and unhappy Poland has been 'crushed by         | Overwhelmed.             |
| the 'tyrants' power, and blotted from the list  | Despots'.                |
| of nations. Without union, standing 'armies     | Battalions.              |
| would be as 'requisite in America as in Eu-     | Indispensable.           |
| 85 rope; and one of the 'champions of the Con-  | Zealous sup-<br>porters. |
| stitution 'said, that "without standing armies, | Remarked.                |
| the 'liberties of republics can never be in     | Privileges.              |
| 'danger; nor, with large armies, safe."         | Jeopardy.                |
| (§ 7.) The fifth object of the 'framers of      | Fabricators.             |
| 90 the Constitution, was "to 'promote the ge-   | Advance.                 |
| neral welfare." In a country so 'extensive      | Large.                   |

18. What is the difference between *ages* and *generations*, in the 68th line? 19. Illustrate in sentences their various significations. (§ 6.) 20. Repeat the substance of section six. 21. What is the difference between *wisdom* and *prudence*, in the 72d line? 22. Between *nobles* and *peers*, in the 73d line? 23. Why does the word *tyrants*, in the 82d line, mean more than one, when the same word is often used to express the oppression of a single despot? 24. Illustrate the importance of punctuation, by examples in sentences. (§ 7.) 25. What was the fifth object of the framers of the Constitution? 26. What must necessarily

|                                                                                                                                                                                                  |                                          |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------|
| as the American republic, there must 'neces-<br>sarily exist a variety of 'pursuits, and of<br>'occupations among the people of the different                                                    | Indispensably.<br>Objects.<br>Vocations. |
| 95 states; and the 'apparent policy of one state<br>might 'induce it to import all goods free of<br>'duty, whereas another state would impose                                                    | Seeming.<br>Incite.<br>Impost.           |
| duties upon all imported 'goods, in order to<br>encourage the 'manufacture of goods at                                                                                                           | Articles.<br>Making.                     |
| 100 home. (§ 8.) No 'plan of legislation could<br>be 'devised, which would be acceptable in a<br>'pecuniary view to all the people in every                                                      | Scheme.<br>Contrived.<br>Monetary.       |
| part of the Union. Hence the 'importance<br>of a national 'government that would look                                                                                                            | Necessity.<br>Administration.            |
| 105 with impartial eyes upon every 'part of the<br>Union, and 'adopt only such laws as would<br>'contribute the greatest amount of benefit to                                                    | Section.<br>Enact.<br>Yield.             |
| the greatest 'numbers—that would, so far as<br>circumstances justify, 'award to each section                                                                                                     | Multitudes.<br>Adjudge.                  |
| 110 corresponding advantages, and 'enact laws,<br>and make 'appropriations that would event-<br>ually 'redound to the glory and lasting benefit                                                  | Frame.<br>Grants.<br>Contribute.         |
| of the whole country. (§ 9.) 'Separate states<br>look generally to the 'immediate interests of                                                                                                   | Individual.<br>Particular.               |
| 115 their own people, and would not be so 'likely<br>to keep in view the rights of the 'citizens<br>of all the other states, as the 'general govern-<br>ment; and 'commerce, the greatest source | Apt.<br>Denizens.<br>Chief.              |
|                                                                                                                                                                                                  | Traffic.                                 |

exist, in a country so extensive as ours? (§ 8.) 27. Is there any plan of legislation that will contribute equally to the pecuniary gain of every part of the country? 28. What are your reasons for this opinion? 29. What are some of the advantages of a national government? (§ 9.) 30. Give a synopsis of section nine. 31. What is the difference between *citizens* and *denizens*, in the 116th line? 32. Illustrate in sentences their various significations. 33. What is the differ-



of wealth, of 'improvement, and of civiliza-  
 130 tion, if left to the 'protection of single state  
 governments, would be 'destroyed by the  
 jealous and 'arrogant powers of Europe;  
 but under the 'protecting care of the Union,  
 the American 'flag commands respect in  
 125 every part of the 'world, and is one of the  
 mightiest 'bulwarks of knowledge. Hence  
 the general welfare is best 'promoted by the  
 'Union.

(§ 10.) The sixth and 'last object men-  
 130 tioned by the 'framers of the Constitution is,  
 to " 'secure the blessings of liberty to our-  
 selves and our 'posterity." American liberty  
 had been obtained by 'an immense sacrifice  
 of treasure and of life; the people had 'en-  
 135 dured all the horrors and 'misery of war,  
 and the 'authors of the Constitution fully ap-  
 preciated the 'inestimable blessings of civil  
 and 'religious liberty. (§ 11.) Hence, they  
 wished to 'establish a government that might  
 140 combine 'durability with moderation of power  
 —energy with 'equality of rights — respon-  
 sibility with a 'sense of independence—stea-  
 diness of 'counsels with popular elections —  
 and a lofty 'spirit of patriotism with the love  
 145 of personal 'aggrandisement — to combine  
 the 'happiness of the whole with the least  
 practicable 'restraints, so as to insure per-

Advancement.  
 Guardianship  
 Ruined.  
 Haughty.  
 Fostering.  
 Banner.  
 Earth.  
 Shields.  
 Advanced.  
 Confedera-  
 tion.  
 Final.  
 Makers.  
 Insure.  
 Descendants.  
 A vast.  
 Suffered.  
 Dreadfulness  
 Originators.  
 Invaluable.  
 Spiritual.  
 Form.  
 Permanency.  
 Similarity.  
 Knowledge.  
 Deliberations  
 Zeal for.  
 Advancement.  
 Welfare.  
 Restrictions.

ence between *flag* and *banner*, in the 124th line? 34. Illustrate in sentences their various significations. (§ 10.) 35. What was the sixth object of the authors of the Constitution? 36. In what way was American liberty obtained? (§ 11.) 37. Give a detailed account of

|     |                                                                                                                                                                                                                                     |                |
|-----|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------|
|     | manence in the public institutions, 'intelligent legislation, and 'incorruptible private virtue.                                                                                                                                    | Wise.          |
| 150 | The success of the 'labours of the framers of the Constitution has 'thus far been without 'a <i>parallel</i> . (§ 12.) Here, thought is liberal, conduct free, 'property and person 'secure, manners independent; and here mind     | Pure.          |
|     |                                                                                                                                                                                                                                     | Toils.         |
|     |                                                                                                                                                                                                                                     | So.            |
|     |                                                                                                                                                                                                                                     | An equal.      |
|     |                                                                                                                                                                                                                                     | Wealth.        |
|     |                                                                                                                                                                                                                                     | Safe.          |
| 155 | enjoys its free 'scope. With us alone, now rests the chief responsibility of 'testing the practicability of a 'republican government. We stand as a 'beacon of hope to the enslaved millions of other lands, and an object of 'dis- | Exercise.      |
|     |                                                                                                                                                                                                                                     | Trying.        |
|     |                                                                                                                                                                                                                                     | Free.          |
|     |                                                                                                                                                                                                                                     | Signal.        |
|     |                                                                                                                                                                                                                                     | Suspicion.     |
| 160 | trust and 'dread to their oppressors. The success or failure of our 'example, will dis-                                                                                                                                             | Fear.          |
|     |                                                                                                                                                                                                                                     | Precedent.     |
|     |                                                                                                                                                                                                                                     | Knowledge.     |
|     |                                                                                                                                                                                                                                     | Nerve.         |
|     |                                                                                                                                                                                                                                     | Closer.        |
| 165 | the hopes of the oppressed. May no 'dis-                                                                                                                                                                                            | Disagreements. |
|     |                                                                                                                                                                                                                                     | Annihilate.    |
|     |                                                                                                                                                                                                                                     | Favorable.     |
|     |                                                                                                                                                                                                                                     | Plausible.     |
|     |                                                                                                                                                                                                                                     | Cause.         |
| 170 | our high and 'sacred trust.                                                                                                                                                                                                         | Holy.          |

## THE CONSTITUTION

|     |                                                  |             |
|-----|--------------------------------------------------|-------------|
|     | That 'monolith, so lofty and enduring,           | Obelisk.    |
|     | Which fills the eye with its 'proportions grand, | Dimensions. |
|     | Has long since 'proved its fitness for securing  | Shown.      |
|     | Unnumber'd blessings to our 'favor'd land.       | Happy.      |
| 175 | It is a 'proper monument beside,                 | Fitting.    |
|     | For all its 'authors, mighty, pure, and sage,    | Framers.    |
|     | Who are 'indeed their grateful country's pride,— | In truth.   |
|     | The crowning glory of a 'trying age.             | Testing.    |

section eleven. (§ 12) 38. What great responsibility rests with us?  
 39. What is the meaning of *monolith*—of *obelisk*, in the 171st line?  
 40. Illustrate the difference between them.

LESSON XXXII.

LEGISLATIVE DEPARTMENT.\*

(§ 1.) THE 'exercise of legislative, executive, and judicial 'powers, is indispensable to the energy and 'stability of government. Whenever these are all 'vested in one person, or 'body of men, the government is a despotism. Their entire 'separation in our Constitution, 'forms one of the strongest possible securities to public liberty and 'private rights. The 'advantages of a division in the legislative power, also, are 'numerous. It 'interposes a check upon hasty or oppressive legislation; opposes 'a barrier to the accumulation of all powers in a single body, 'prevents any 'artifices of popular leaders, and secures a calm review of the same 'measures by differently 'organized bodies.

Employment  
Authorities.  
Permanency.  
Reposed.  
Assemblage.  
Detachment.  
Gives.  
Individual.  
Benefits.  
Manifold.  
Places.  
An obstruction.  
Hinders.  
Machinations  
Acts.  
Constructed.

HOUSE OF REPRESENTATIVES.

(§ 2.) Section second 'relates to the structure and 'organization of the house of representatives. This being the more 'popular branch of the legislature, the 'members are 'elected at intervals of only two years, that the people may have frequent 'opportunities

Refers.  
Establishment.  
Democratic.  
Representatives.  
Chosen.  
Chances.

(§ 1.) 1. What are some of the evils arising from a want of union? 2. In what are all legislative powers vested? 3. Of how many branches is Congress composed? 4. What powers are necessary to government? 5. What does their separation form? 6. What are the advantages of a division in the legislative department? (§ 2.) 7. How often are the members of the House of Representatives chosen?

Teachers who wish to continue the examples on the meaning of words, are referred to the Index of synonyms and mental exercises.

\* See Article I. of the Constitution, sections 1st and 2d.



|                                                                                           |                 |
|-------------------------------------------------------------------------------------------|-----------------|
| of expressing their approval or 'disapproval of their 'conduct, and of making known their | Disapprobation. |
| 25 'wishes through them. A representative                                                 | Proceedings.    |
| should be of 'sufficient age to enjoy the be-                                             | Desires.        |
| nefits of some experience, to have his 'judg-                                             | Proper.         |
| ment 'matured, and his principles established,                                            | Understand-     |
| and generally known. 'Aliens cannot be ex-                                                | ing.            |
| 30 pected to feel that 'attachment to the soil and                                        | Well formed.    |
| interests of the country, nor that 'acquaint-                                             | Foreigners.     |
| ance with its institutions, which is 'necessary                                           | Regard.         |
| to constitute patriotic or 'efficient public offi-                                        | Familiarity.    |
| cers. It is 'important that a representative                                              | Requisite.      |
| 35 should possess 'a <i>familiar</i> knowledge of the                                     | Competent.      |
| 'interests of those whom he represents, and                                               | Essential.      |
| share with them the 'results of the measures                                              | An intimate.    |
| which he may 'support. (§ 3.) The number                                                  | Advantages.     |
| of representatives was 'restricted to one for                                             | Effects.        |
| 40 every thirty thousand 'inhabitants, that the                                           | Uphold.         |
| House might not become 'unreasonably large,                                               | Limited.        |
| and too unwieldy for the 'transaction of bu-                                              | Citizens.       |
| siness. There is also much 'wisdom and                                                    | Immoderately.   |
| consideration 'manifested in that provision,                                              | Performance     |
| 45 which 'secures to every state, however small,                                          | Discreetness.   |
| one representative; otherwise the 'ratio of re-                                           | Exhibited.      |
| presentation might be 'raised so high as to                                               | Grants.         |
| 'exclude the smaller states from any share of                                             | Proportion.     |
| the legislative power in one 'branch. The                                                 | Elevated.       |
|                                                                                           | Debar.          |
|                                                                                           | House.          |

8. By whom? 9. What are the qualifications for electors? 10. Why is a short term of office selected? 11. What are the qualifications requisite for members of the House? 12. Why is a qualification in respect to age necessary? 13. Why are aliens excluded? 14. Why should the representative be an inhabitant of the state in which he is chosen? (§ 3.) 15. How are representatives apportioned? 16.

|                                                                                                                                            |             |
|--------------------------------------------------------------------------------------------------------------------------------------------|-------------|
| 50 ratio of representation 'established by act of Congress, in 1843, is 'one for seventy thousand and six hundred and eighty 'inhabitants. | Made.       |
| (§ 4.) The power of 'impeachment is the right to present a written 'accusation against                                                     | A member.   |
| 55 persons in high 'offices, for the purpose of bringing them to trial for any 'misconduct.                                                | Souls.      |
| Persons of high 'rank and influence, who might escape punishment before the 'ordinary tribunals, may thus be brought to 'justice.          | Arraignment |
| 60 The third section of the first article ' <i>treats</i> of the organization and 'powers of the Senate.                                   | Charge.     |
|                                                                                                                                            | Trusts.     |
|                                                                                                                                            | Misdemeanor |
|                                                                                                                                            | Station.    |
|                                                                                                                                            | Common.     |
|                                                                                                                                            | Trial.      |
|                                                                                                                                            | Relates to. |
|                                                                                                                                            | Functions.  |

SENATE.\*

|                                                                                                                                                                                                                                         |              |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------|
| (§ 5.) Two senators are 'chosen from each state, so that in this 'branch all the states are 'equal; and though the small states may be                                                                                                  | Selected.    |
| 65 'outvoted in the other branch, by the larger ones, here, the smallest stand on a 'perfect 'equality with the largest. The members are 'chosen by the legislature of the state, and are 'therefore the representatives of the states, | Division.    |
| 70 and not of the people 'directly. A term of six years 'secures greater stability in its counsels, and more 'experience and information in its members, than a 'shorter term.                                                          | Alike.       |
|                                                                                                                                                                                                                                         | Overcome.    |
|                                                                                                                                                                                                                                         | Complete.    |
|                                                                                                                                                                                                                                         | Level.       |
|                                                                                                                                                                                                                                         | Elected.     |
|                                                                                                                                                                                                                                         | Accordingly. |
|                                                                                                                                                                                                                                         | Immediately. |
|                                                                                                                                                                                                                                         | Insures.     |
|                                                                                                                                                                                                                                         | Practice.    |
|                                                                                                                                                                                                                                         | Briefer.     |

How is the census to be made? 17. How is the number of representatives limited? 18. Why thus limited? 19. Why is it important that each state should have at least one representative? 20. What is the ratio established in 1843? (§ 4.) 21. How are vacancies filled? 22. How are the speaker and other officers chosen? 23. Over what has the House sole power? 24. What is the power of impeachment? (§ 5.) 25. Of what is the Senate composed? 26. How are the members chosen? 27. For what time? 28. Why is an equal number chosen from each state? 29. What do the senators represent? 30. What does a term of six years secure? 31. What proportion is chosen

\* See Article I. of the Constitution, section 3d.

|                                                          |               |
|----------------------------------------------------------|---------------|
| The 'whole body is changed in six years,                 | Entire.       |
| 75 and 'must always retain a large share of ex-          | Will.         |
| perience in public 'matters. The Senate is               | Affairs.      |
| an 'important check upon government; and                 | Essential.    |
| it is worthy of 'remark, that those republics            | Observation.  |
| that have 'endured the longest, and secured              | Continued.    |
| 80 most the 'respect of mankind, have been               | Regard.       |
| 'shielded by the wisdom and foresight of                 | Protected.    |
| Senates. (§ 6.) The 'office of Senator being,            | Post.         |
| in some respects, more 'important than that              | Momentous.    |
| of Representative, greater age is 'required.             | Demanded.     |
| 85 The term of citizenship is also 'increased, on        | Lengthened.   |
| account of the 'connexion of the Senate with             | Intercourse.  |
| 'foreign nations, in the appointment of am-              | Distant.      |
| bassadors, and the formation of 'treaties.               | Agreements.   |
| Nine years does not appear to be an 'unrea-              | Inconsistent. |
| 90 sonable term for a foreigner to lose his 'at-         | Regard.       |
| tachment for his 'native country, and become             | Mother.       |
| 'identified with the interests of his adopted            | Joined.       |
| 'country.                                                | Land.         |
| (§ 7.) A Senator must also be ' <i>an inha-</i>          | A resident.   |
| 95 <i>bitant</i> of the State which he 'represents, that | Acts for.     |
| he may be acquainted with the 'local inte-               | Particular.   |
| rests and 'wants of the State, and share in              | Requirements. |
| the effect of 'measures, relating to the rights          | Acts.         |
| and 'sovereignty of the State. Here, we                  | Supremacy.    |
| 100 may 'observe, that no qualification, as to pro-      | Remark.       |

every second year? 32. How may temporary appointments be made? 33. In what time is the whole body changed? 34. What does it always retain? 35. What are the qualifications requisite for a senator? (§ 6.) 36. Why is greater age required for a Senator than for a member of the House? 37. Why a longer term of citizenship? 38. Why should he be an inhabitant of the State which he represents? (§ 7.)



|     |                                                  |                         |
|-----|--------------------------------------------------|-------------------------|
|     | perty, is required either in 'regard to Sena-    | Respect.                |
|     | tors or Representatives. 'Merit and talent       | Worth.                  |
|     | have free access to the highest 'stations of     | Offices.                |
|     | honor in the land, and thus receive 'direct      | Immediate.              |
| 105 | and powerful 'encouragement. (§ 8.) The          | Assistance.             |
|     | Senate is probably the most 'suitable body       | Proper.                 |
|     | upon which this 'power could have been           | Trust.                  |
|     | 'conferred. It is generally composed of men      | Bestowed.               |
|     | of 'distinguished talent, mature age, and ripe   | Eminent.                |
| 110 | experience, in whose wisdom and 'integrity       | Uprightness.            |
|     | the whole country have 'confidence. In a         | Credence.               |
|     | great degree removed from popular 'passions,     | Impulses.               |
|     | and the influence of 'sectional prejudices, they | Territorial.            |
|     | would be likely to act 'impartially. On ac-      | Equitably.              |
| 115 | count of their numbers, and the 'assurance       | Confidence.             |
|     | arising from 'permanency of place and dig-       | Stability.              |
|     | nity of station, they would act 'independently.  | Without re-<br>straint. |
|     | (§ 9.) It is, 'moreover, a political body, and   | Furthermore             |
|     | 'acquainted with the rights and duties of the    | Familiar.               |
| 120 | public 'officers who should be brought before    | Functionaries.          |
|     | it. Trials for 'impeachment are not such as      | Misdemeanors.           |
|     | 'usually come before the Supreme Court; the      | Customarily.            |
|     | court is not, therefore, 'accustomed to ex-      | Used.                   |
|     | amining cases of political 'delinquency.—        | Guilt.                  |
| 125 | 'Besides, one of its judges may be the very      | Moreover.               |
|     | person to be 'impeached, and in that case        | Arraigned.              |

39. Is there any property qualification required in a Senator? 40. Who is president of the Senate? 41. When may he vote? 42. What officers are chosen by the Senate? (§ 8.) 43. What body has sole power to try impeachments, and who presides when the president is to be tried? 44. What number is necessary to convict? 45. What are some of the reasons why the Senate is the most suitable body for the trial of impeachments? (§ 9) 46. Why is not the Supreme Court suitable for the trial of impeachments? (§ 10.) 47. How far does

|     |                                                  |                |
|-----|--------------------------------------------------|----------------|
|     | the court would be 'likely to feel a strong      | Apt.           |
|     | 'partiality for one of its members. (§ 10.)      | Favor.         |
|     | The 'object of impeachment being punish-         | Purpose.       |
| 130 | ment for political 'offence, the removal from    | Transgression. |
|     | office 'appears to be sufficient. Yet, that they | Seems.         |
|     | may not 'escape chastisement, they are ame-      | Avoid.         |
|     | nable to trial and 'punishment in the courts     | Penalty.       |
|     | of law. For this 'reason, trial for impeach-     | Cause.         |
| 135 | ment may have been 'excluded from the            | Debarred.      |
|     | courts; for then, they would 'decide twice       | Determine.     |
|     | upon the same 'offence. (§ 11.) Each state is    | Crime.         |
|     | 'allowed to consult its own local convenience    | Permitted.     |
|     | in reference to the time and place of 'elec-     | Choosing.      |
| 140 | tion; but, as the 'ability of the government     | Power.         |
|     | to carry on its 'operations, depends upon        | Measures.      |
|     | these elections, the 'ultimate power to make     | Final.         |
|     | or alter such 'regulations, in order to pre-     | Schemes.       |
|     | serve the 'efficiency of the government, is      | Energy.        |
| 145 | 'placed in Congress. Otherwise, the govern-      | Vested.        |
|     | ment would possess no 'means of self-pre-        | Power.         |
|     | servation. The more 'carefully we examine        | Accurately.    |
|     | the nice 'arrangement and the skilful distri-    | Order.         |
|     | bution of the powers of the 'Constitution,       | Supreme law    |
| 150 | the more shall we be ' <i>impressed with</i> the | Convinced of.  |
|     | surpassing wisdom of its 'construction, and      | Formation.     |
|     | the more shall we 'imbibe the patriotic zeal     | Receive.       |
|     | of its 'framers.                                 | Constructors.  |

judgment extend in cases of impeachment? 48. To what else is the convicted party, liable? 49. Why were trials for impeachment excluded from courts? (§ 11.) 50. How are the times, places, and manner of holding elections for Senators and Representatives, prescribed? 51. Who may alter such regulations? 52. With what exception? 53. Why is this power necessarily left to Congress?

See Article I. of the Constitution, section 4th.

LESSON XXXIII.

DUTIES AND COMPENSATION OF THE MEMBERS; AND  
OF THE POWERS OF CONGRESS.\*

|                                                 |                             |
|-------------------------------------------------|-----------------------------|
| (§ 1.) THE power to judge of 'elections         | Choice made<br>of officers. |
| must be 'lodged somewhere, in order to pre-     | Placed.                     |
| vent 'impositions; and if vested in any other   | Wrongs.                     |
| body, might prove 'dangerous to the legis-      | Hazardous.                  |
| 5 lative department. It is 'important that some | Requisite.                  |
| number should be fixed for the 'transaction     | Performance.                |
| of business; or laws might 'sometimes be        | Occasionally.               |
| 'passed by a minority, and thus defeat the      | Enacted.                    |
| 'design of the Constitution. A power to         | Object.                     |
| 10 'compel the attendance of absentees is also  | Enforce.                    |
| indispensable, or legislation might be 'utterly | Totally.                    |
| suspended. No body can 'transact business       | Do.                         |
| with proper 'order and deliberation, nor pre-   | Method.                     |
| serve its 'dignity and self-respect, without    | Honor.                      |
| 15 the 'power of making and enforcing its own   | Ability.                    |
| 'rules. (§ 2.) A member, knowing that his       | Regulations.                |
| 'vote upon every question is recorded where     | Suffrage.                   |
| it is 'exposed to public view, and may be       | Open.                       |
| brought in 'judgment against him, will vote     | Account.                    |
| 20 with 'deliberation and caution upon every    | Consideration.              |
| 'measure presented for consideration. Both      | Act.                        |
| Houses must concur to 'enact a law. Hence       | Make.                       |
| the provision to prevent 'unnecessary adjourn-  | Useless.                    |

(§ 1.) 1. Of what is each House the judge? 2. What constitutes a quorum? 3. What may a smaller number do? 4. Why is the power to judge of the elections, &c., of its own members, given to each House? 5. Why should a majority be required to constitute a quorum? 6. What power has each House over its proceedings and members? 7. Why are these powers necessary to Congress? (§ 2.) 8. What

\* See Article I. of the Constitution, section 5.



|                                                                                                 |                     |
|-------------------------------------------------------------------------------------------------|---------------------|
| ment and needless 'delay in the transaction of                                                  | Retarding.          |
| 25 business. Congress must 'adjourn, every second year, on the 3d of March, 'because on         | Prorogue.           |
| that day the term of 'office of all the representatives and one-third of the senators 'expires. | For.                |
| (§ 3.) 'Objections have been made to al-                                                        | Service.            |
| 30 lowing a 'compensation to members, because                                                   | Terminates.         |
| it was alleged that it 'tempted the unworthy to                                                 | Exceptions.         |
| intrigue for office, 'chiefly on account of the                                                 | Recompense.         |
| pay. On the other hand, if no 'compensation                                                     | Incited.            |
| was 'allowed, none but the wealthy                                                              | Mainly.             |
| 35 would be found in the 'halls of Congress, and                                                | Remuneration.       |
| 'poverty might exclude the highest merit from                                                   | Granted.            |
| the 'councils of the nation. Senators and                                                       | Seats.              |
| Representatives are 'paid from the national                                                     | Indigence.          |
| 'treasury eight dollars per day. The exemption                                                  | Assemblies.         |
| 40 of members from 'arrest, must not be considered                                              | Compensated         |
| a personal privilege, for the 'benefit of                                                       | Repository.         |
| the member, but for the benefit of his 'constituents,                                           | Seizure.            |
| who might be deprived of his 'services and 'influence                                           | Advantage.          |
| in the national councils.                                                                       | Fellow-counsellors. |
| 45 'Exemption from being questioned for "any                                                    | Labors.             |
| speech or debate," is also a public right, 'designed                                            | Weight.             |
| to secure independence and 'firmness                                                            | Freedom.            |
|                                                                                                 | Instituted.         |
|                                                                                                 | Stability.          |

must each House keep, and from time to time publish? 9. What proportion is necessary to have the yeas and nays entered on the journal? 10. What is the object of this? 11. How long can one House adjourn without the consent of the other? 12. Why cannot it adjourn for a longer time? 13. Why must Congress adjourn every second year on the 3d of March? 14. In what cases are they privileged from arrest? 15. Can they be questioned in any other place for any speech or debate in either House? (§ 3.) 16. What are some of the reasons for allowing compensation to members? 17. How much are they paid? 18. For what reasons are they privileged from arrest? 19. From being questioned for any speech or debate? (§ 4.) 20. What offices are the members

|                                                      |                |
|------------------------------------------------------|----------------|
| in action, and freedom in 'debate. (§ 4.)            | Discussion.    |
| 'Legislators are thus prevented from holding         | Lawgivers.     |
| 50 any office 'inconsistent with their legislative   | Incompatible   |
| duties. ' <i>An intermingling</i> of the departments | A commingling. |
| is also 'prevented. The House of Repre-              | Obviated.      |
| sentatives have the power of 'levying taxes.         | Assessing.     |
| The probable reason why 'revenue bills               | Income.        |
| 55 must 'originate in the House of Represen-         | Have origin.   |
| tatives is, that the members are 'elected            | Chosen.        |
| 'directly by the people, and therefore ac-           | Immediately.   |
| quainted with their local 'interests and their       | Advantages.    |
| wishes, while the Senators are 'chosen by            | Elected.       |
| 60 the 'legislatures of the states. It is also in    | Assemblies.    |
| accordance with the 'usages of the British           | Customs.       |
| Parliament; all bills for 'raising revenue           | Collecting.    |
| must 'originate in the House of Commons,             | Commence.      |
| which ' <i>corresponds with</i> our House of Re-     | Is similar to. |
| 65 presentatives. According to the 'usages of        | Practices.     |
| Congress, bills that indirectly 'create or aug-      | Make.          |
| ment the revenue, 'may originate in the Se-          | Can.           |
| nate as well as the House of 'Representatives.       | Delegates.     |
| (§ 5.) The 'veto is generally regarded as            | Prohibition.   |
| 70 imposing a salutary 'check upon rash and          | Restraint.     |
| hasty legislation. The 'power of the presi-          | Authority.     |
| dent is only 'negative, and is not absolute;         | Conditional.   |
| for if a bill be 'passed by a vote of two-thirds,    | Carried.       |
| after 'reconsideration, it becomes a law, not-       | Review.        |
| 75 withstanding his veto. The veto 'power has,       | Privilege.     |

prohibited from holding? 21. Why? 22. Where do revenue bills originate? 23. Why? 24. To whom must every bill be presented before it can become a law? (§ 5.) 25. What is done if he vetoes it? 26. Can a bill become a law without his signature? 27. How? 28. What is the object of the veto power? 29. What objections have

|                                                      |              |
|------------------------------------------------------|--------------|
| however, in its present form, many 'opposers,        | Opponents.   |
| who 'contend that it is a monarchical fea-           | Argue.       |
| ture in the government — 'enables one man            | Helps.       |
| to set his private 'opinions against the wishes      | Views.       |
| 80 of the people — and ought to be 'modified.        | Changed.     |
| (§ 6.) The adjournment is very 'properly             | Wisely.      |
| left to the 'discretion of Congress, unless the      | Judgment.    |
| two houses disagree, when it ' <i>devolves on</i>    | Passes to.   |
| the President. The eighth 'section of article        | Division.    |
| 85 first 'specifies the legislative powers conferred | Names.       |
| on Congress. Congress has power to 'lay              | Levy.        |
| and 'collect taxes, duties, imposts, and ex-         | Gather.      |
| cises, in order to 'pay the debts, and provide       | Cancel.      |
| for the common 'defence and general wel-             | Protection.  |
| 90 fare, but for no other 'purpose. They must        | Object.      |
| be 'uniform. Congress is thus prohibited             | Equal.       |
| from giving an 'undue preference to any              | Improper.    |
| particular 'section of the Union, or to the          | Part.        |
| particular 'interests of any party.                  | Benefits.    |
| 95 (§ 7.) In 'times of war, the expenses of          | Seasons.     |
| one year may 'exceed the revenue of many             | Be more than |
| years. 'Emergencies may also arise in times          | Exigencies.  |
| of peace, when the 'ordinary revenue would           | Usual.       |
| be found 'insufficient to meet the demands           | Inadequate.  |
| 100 upon government. In such cases the 'effi-        | Power.       |
| ciency of the government would be 'greatly           | Much.        |

been made to it? 30. To whom must every order, resolution, or vote be presented? (§ 6.) 31. Can Congress adjourn without the consent of the president? 32. What if the two Houses disagree? 33. For what purposes has Congress power to lay and collect taxes, &c.? 34. Must they be uniform? 35. Why is it important? 36. Illustrate the difference between *taxes* and *duties*. 37. Between *imposts* and *excises*. 38. Illustrate in sentences their various meanings. (§ 7.) 39. How may congress borrow money? 40. For what purposes is this



|     |                                                     |               |
|-----|-----------------------------------------------------|---------------|
|     | 'impaired, without this power, and even its         | Weakened.     |
|     | very existence might be 'endangered. The            | Jeopardied.   |
|     | power to 'regulate commerce with foreign            | Adjust.       |
| 105 | nations can only be safely 'entrusted to Con-       | Committed.    |
|     | gress. It cannot be 'left to the states. Ex-        | Submitted.    |
|     | perience under the Confederation 'taught this.      | Showed.       |
|     | Each state then 'pursued its own imaginary          | Followed.     |
|     | local interests; opposite and 'conflicting re-      | Clashing.     |
| 110 | gulations were adopted; 'rivalry and jealousy       | Competition.  |
|     | impelled each to retaliatory 'measures; our         | Proceedings.  |
|     | commerce 'declined, and became the prey             | Diminished.   |
|     | of foreign nations; contention was rife; 'an-       | Confusion.    |
|     | archy and ruin 'seemed to be near at hand.          | Appeared.     |
| 115 | (§ 8.) To prevent conflicting 'arrangements         | Plans.        |
|     | by the states, the power to 'establish "a uni-      | Create.       |
|     | form rule of 'naturalization" is given to Con-      | Indenization. |
|     | gress. 'Citizens of one state are entitled to       | Residents.    |
|     | the rights and 'privileges of citizens in an-       | Advantages.   |
| 120 | other. Now, if one state should 'require            | Ask           |
|     | a long 'term of residence, and another a            | Period.       |
|     | short one, 'a <i>foreigner</i> by becoming natural- | An alien.     |
|     | ized in that which required the 'shortest           | Briefest.     |
|     | term, might 'immediately remove to any              | At once.      |
| 125 | other, and 'claim all the privileges of a citi-     | Demand.       |
|     | zen. The term of 'residence required by             | Habitation.   |
|     | Congress is five years. Bankrupt 'laws are          | Statutes.     |
|     | 'designed to obtain for honest but unfortunate      | Intended.     |
|     | debtors a 'discharge from debts which they          | Clearance.    |
| 130 | are unable to 'pay. They also secure to             | Discharge.    |

power necessary? 41. What power has congress over commerce?

42. What example shows that it could not be left to the states? (§ 8.)

43. What power has congress with regard to naturalization and bank-

|     |                                                                                            |               |
|-----|--------------------------------------------------------------------------------------------|---------------|
|     | creditors a full 'surrender of, and an equal participation in, the 'effects of the debtor. | Resignation.  |
|     | The states have power to pass 'bankrupt laws, when there is no bankrupt 'law of the        | Property.     |
| 135 | United States in 'force.                                                                   | Insolvent.    |
|     | (§ 9.) Money being the 'standard by which                                                  | Enactment.    |
|     | all merchandise and 'property of every kind,                                               | Operation.    |
|     | as well as the value of labor, are 'measured,                                              | Medium.       |
|     | should be of 'uniform value throughout the                                                 | Effects.      |
| 140 | nation. A like reason might be 'assigned                                                   | Gauged.       |
|     | for 'fixing the standard of weights and mea-                                               | Equal.        |
|     | sures. They cannot, therefore, be 'left to                                                 | Given.        |
|     | the states, as this would produce 'intermin-                                               | Establishing. |
|     | able confusion and 'embarrassment. Con-                                                    | Referred.     |
| 145 | gress has power to punish 'infringements                                                   | Continual.    |
|     | upon its sole right to 'coin money, and to                                                 | Perplexity.   |
|     | prevent 'forgery and fraud upon its securi-                                                | Encroach-     |
|     | ties when they 'borrow money. (§ 10.) As                                                   | ments.        |
|     | the mails are to be 'carried to all parts of                                               | Mint.         |
|     | the Union, the 'adoption of any uniform                                                    | Counterfeit-  |
| 150 | system of 'regulations by the different states                                             | ing.          |
|     | would be 'impossible. The post-office is one of                                            | Hire.         |
|     | the most 'useful departments of government.                                                | Conveyed.     |
|     | By it, 'intelligence, literary and private, is                                             | Selection.    |
| 155 | 'disseminated through the country with great                                               | Rules.        |
|     | 'speed and regularity. It keeps the people                                                 | Unattainable  |
|     | constantly 'advised of the doings of their                                                 | Beneficial.   |
|     |                                                                                            | Information.  |
|     |                                                                                            | Spread.       |
|     |                                                                                            | Dispatch.     |
|     |                                                                                            | Informed.     |

ruptcies? 44. Why may not the states enact naturalization laws? 45. For what are bankrupt laws designed? (§ 9.) 46. What power has congress over moneys, weights and measures? 47. For what reason is this power given to Congress rather than to the states? 48. In what case may Congress punish counterfeiting? (10.) 49. What power has it in regard to post-offices and post-roads? 50. Why?

|                                                                                              |                           |
|----------------------------------------------------------------------------------------------|---------------------------|
| rulers, which is 'indispensable for a free government. 'Authors of valuable works, and       | Requisite.<br>Writers.    |
| 160 'discoverers of useful inventions ought to be 'considered public benefactors, and should | Introducers.<br>Deemed.   |
| receive encouragement and 'reward for their labors. They cannot obtain 'protection           | Compensation.<br>Support. |
| from the states. A copy-right or 'patent,                                                    | Privilege.                |
| 165 given by one state, might be 'violated with impunity by all the 'others.                 | Invaded.<br>Rest.         |
| (§ 11.) Piracy is 'generally defined to be robbery upon the 'high seas. Pirates are the      | Usually.<br>Open waters.  |
| declared 'enemies of all nations, and may                                                    | Foes.                     |
| 170 be 'punished by any nation. The laws of nations can only be 'deduced from reason         | Condemned.<br>Drawn.      |
| and the law of nature, and the 'practices and general consent of 'civilized nations.         | Usages.<br>Learned.       |
| Each government is 'responsible to foreign                                                   | Answerable.               |
| 175 governments for the 'conduct of its citizens on the high seas, and must have 'power to   | Department.<br>Authority. |
| punish any 'infraction of the laws of nations. (§ 12.) The power to 'declare war             | Violation.<br>Wage.       |
| must 'evidently be deposited with the general                                                | Obviously.                |
| 180 government. It seems to belong 'appropriately to Congress, where all the 'states and     | Fitly.<br>Commonwealths.  |
| all the 'people are represented. Congress                                                    | Inhabitants.              |
| may raise and 'support armies; but no ap-                                                    | Sustain.                  |

51. What are the benefits of this department? 52. How may Congress promote science and the useful arts? 53. Why may not a state grant a copy-right or patent? 54. What power has Congress in regard to establishing tribunals? (§ 11.) 55. What power in regard to piracy and the laws of nations? 56. What is piracy? 57. Why may any government punish offences against the laws of nations? (§ 12.) 58. What power has Congress in regard to war? 59. Why is this power appropriate to Congress? 60. What are letters of marque and



|     |                                                    |                   |
|-----|----------------------------------------------------|-------------------|
|     | appropriation of money to that 'use shall "be for  | Purpose.          |
| 185 | a longer 'term than two years." Without            | Period.           |
|     | this authority, the power to 'declare war          | Make.             |
|     | would be 'nugatory. It secures promptitude         | Ineffectual.      |
|     | of action; and by being always 'prepared           | Ready.            |
|     | for war, a nation may frequently 'avoid it.        | Prevent.          |
| 190 | This power is also important, for the 'sup-        | Checking.         |
|     | pression of domestic 'insurrections. As this       | Rebellions.       |
|     | power might be 'abused in times of peace,          | Misused.          |
|     | a restriction is placed upon the grant of 'ap-     | Supplies.         |
|     | propriations for the 'support of armies.           | Maintenance       |
| 195 | (§ 13.) Congress 'may "provide for and             | Can.              |
|     | 'maintain a navy." This power has the same         | Support.          |
|     | 'objects as that to raise and maintain armies.     | Designs.          |
|     | It is 'considered less dangerous to the liber-     | Thought.          |
|     | ties of the people than 'an <i>army</i> . There is | A soldiery.       |
| 200 | no 'record of any nation having been de-           | Account.          |
|     | prived of liberty by its 'navy, while many have    | Fleet of ships    |
|     | been ruined by their 'armies. A navy is very       | Land forces.      |
|     | 'important for the protection of commerce,         | Needful.          |
|     | and is a strong arm of 'defence in war.            | Protection.       |
| 205 | Congress may "make rules for the 'govern-          | Control.          |
|     | ment and 'regulation of the land and naval         | Management        |
|     | forces." This power is 'an <i>indispensable</i>    | A necessary.      |
|     | consequence of the 'preceding clauses. (§ 14.)     | Previous.         |
|     | 'The next power of Congress is to 'pro-            | Make provi-       |
| 210 | vide for "calling forth the militia to 'exe-       | sion.<br>Enforce. |

reprisal? 61. For what purpose are they granted? 62. What power in regard to armies? 63. How is this power restricted? 64. What are its objects? (§ 13.) 65. What power in regard to a navy? 66. What are the benefits of a navy? 67. What power in regard to the regulation of land and naval forces? 68. To what is this power incident? (§ 14.) 69. For what purposes may Congress call forth the

|                                                             |                          |
|-------------------------------------------------------------|--------------------------|
| <p>cute the laws of the Union, 'suppress insur-</p>         | <p>Subdue.</p>           |
| <p>rections, and repel 'invasions." Among a</p>             | <p>Incursions.</p>       |
| <p>free people, there are the 'strongest objec-</p>         | <p>Greatest.</p>         |
| <p>tions to 'maintaining a large standing army,</p>         | <p>Supporting.</p>       |
| <p>215 justly deemed the 'curse of republics. This</p>      | <p>Bane.</p>             |
| <p>power of calling on the 'militia prevents this</p>       | <p>Citizen soldiery.</p> |
| <p>necessity, which must otherwise 'exist, for</p>          | <p>Be.</p>               |
| <p>the purpose of 'suppressing insurrections and</p>        | <p>Subduing.</p>         |
| <p>riots. The power 'exercised by Congress</p>              | <p>Wielded.</p>          |
| <p>220 over the militia is designed to 'secure uni-</p>     | <p>Maintain.</p>         |
| <p>formity and energy of action, while the 'con-</p>        | <p>Governance.</p>       |
| <p>trol left to the states 'prevents them from</p>          | <p>Hinders.</p>          |
| <p>being 'entirely deprived of the means of mili-</p>       | <p>Wholly.</p>           |
| <p>tary defence, in any sudden 'emergency.</p>              | <p>Exigency.</p>         |
| <p>225 (§ 15.) It is 'indispensable that government</p>     | <p>Needful.</p>          |
| <p>should have 'power to enforce its authority in</p>       | <p>Ability.</p>          |
| <p>the place where its 'functionaries convene, so</p>       | <p>Officers.</p>         |
| <p>that they shall not be liable to 'insult, or to have</p> | <p>Abuse.</p>            |
| <p>their 'proceedings interrupted by force. One</p>         | <p>Debates.</p>          |
| <p>230 'instance has occurred, where, being unable</p>      | <p>Occasion.</p>         |
| <p>to 'obtain the protection of the state in which</p>      | <p>Acquire.</p>          |
| <p>they were, they were 'obliged to adjourn to</p>          | <p>Compelled.</p>        |
| <p>another place. (§ 16.) The 'power over</p>               | <p>Authority.</p>        |
| <p>places 'purchased for the erection of forts,</p>         | <p>Bought.</p>           |
| <p>235 etc., was dictated by 'similar reasons to</p>        | <p>Like.</p>             |
| <p>that over the 'seat of government. This</p>              | <p>Site.</p>             |
| <p>'declares in plain language the power of</p>             | <p>Asserts.</p>          |

militia? 70. What necessity does this power prevent? 71. What power has Congress over the organizing and governing of the militia? 72. What is reserved to the states? 73. For what purpose? 74. What is the difference between *insurrections* and *riots*? (§ 15.) 75. What power has Congress over the seat of government and places purchased? 76. Why are these powers necessary? 77. What is the

See Article I. of the Constitution, section 8.

|                                                                                                                                                                                                              |                                                                                                                                                                                                            |                                                                          |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------|
|                                                                                                                                                                                                              | Congress to 'employ all necessary and proper means to carry out the 'foregoing powers.                                                                                                                     | Apply.                                                                   |
| 240                                                                                                                                                                                                          | It is 'clear, that a power to do a thing, without the right to use the 'necessary means to perform it, would be an idle and 'useless power. But this clause is 'inserted to avoid all possible 'doubt, for | Preceding.<br>Evident.<br>Needful.<br>Futile.<br>Put in.<br>Uncertainty. |
| 245                                                                                                                                                                                                          | The bane of governments is 'want of power<br>To make effective 'wholesome laws enacted,<br>And steadfastness 'forsakes them from the hour<br>Concessions are of 'feebleness exacted.                       | Lack.<br>Useful.<br>Deserts.<br>Impotence.                               |
| present seat of government? 78. By whom selected? (§ 16.) 79. What general powers are given to Congress? 80. For what purpose? 81. Give the four last lines of the lesson in prose, and supply the ellipses. |                                                                                                                                                                                                            |                                                                          |

#### LESSON XXXIV.

##### PROHIBITIONS UPON THE POWERS OF CONGRESS, AND UPON THE STATES.\*

|        |                                                                                                                                                                                                                                |                                                                                                     |
|--------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------|
| (§ 1.) | THE ninth section of the first 'article treats of the 'limitations and prohibitions upon the power of Congress. "The 'migration or 'importation of such persons, as any                                                        | Clause.                                                                                             |
| 5      | of the States now existing shall think 'proper to admit, shall not be 'prohibited by the Congress, 'prior to the year one thousand eight hundred and eight. But a 'tax or 'duty may be 'imposed upon such importation, not ex- | Restrictions<br>Expatriation.<br>Entrance.<br>Fit.<br>Forbidden.<br>Previous.<br>Impost.<br>Levied. |
| 10     | ceeding ten dollars for each 'person." This clause will be understood as 'referring to the                                                                                                                                     | Individual.<br>Relating.                                                                            |

(§ 1.) 1. What prohibition upon Congress in respect to the migration or importation of certain persons? 2. What tax may be imposed

\* See Article I. of the Constitution, section 9.



|                                                                                                                                                                                                   |                                                                            |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------|
| <p>slave-trade. Congress was 'prohibited from passing any act to 'prevent the importation of 'slaves until the year 1808. Soon after</p>                                                          | <p>Prevented.<br/>Prohibit.<br/>Persons in bond-<br/>age.</p>              |
| <p>15 this 'restriction was removed, Congress 'abolished the slave-trade, thus setting the first example of its 'interdiction in modern</p>                                                       | <p>Restraint.<br/>Destroyed.<br/>Prohibition.</p>                          |
| <p>'times. (§ 2.) The writ of habeas corpus is a 'term used in common law, and is em-</p>                                                                                                         | <p>Days.<br/>Phrase.<br/>Incarcerated</p>                                  |
| <p>20 ployed, when a person is 'imprisoned, to 'ascertain whether the imprisonment is lawful or not. The writ, "habeas corpus," 'signi-</p>                                                       | <p>Determine.<br/>Means.<br/>Empowers.</p>                                 |
| <p>fies "you may have the body," and 'authorizes the officer to whom it is 'directed, to</p>                                                                                                      | <p>Addressed.<br/>Durance.<br/>Reason.</p>                                 |
| <p>25 bring the prisoner from 'confinement, before a judge, and if the 'cause of the imprisonment be 'insufficient, he is immediately set at liberty. This is 'justly esteemed the great</p>      | <p>Inadequate.<br/>Rightly.<br/>Defence.</p>                               |
| <p>'bulwark of personal liberty, and cannot be</p>                                                                                                                                                | <p>Intermitted.<br/>Security.</p>                                          |
| <p>30 'suspended unless "the public 'safety require it."</p>                                                                                                                                      | <p>Impeachment.<br/>Enacted.</p>                                           |
| <p>(§ 3.) "No bill of 'attainder, or ex post facto law, shall be 'passed." A bill of attainder, is an act 'convicting a person of</p>                                                             | <p>Criminating.<br/>Brings.<br/>Penalty.<br/>Bereave.<br/>Criminality.</p> |
| <p>35 some fault, for which it 'inflicts upon him the 'punishment of death, without any trial. Such acts, as they 'deprive a person of life without any legal proof of his 'guilt, are in the</p> |                                                                            |

on them? 3. To what does this prohibition refer? 4. Has the slave trade been abolished? (§ 2.) 5. When, only, can the privilege of the writ of habeas corpus be suspended? 6. What is a writ of habeas corpus? 7. What is its design? (§ 3.) 8. Can a bill of attainder or ex post facto law be passed? 9. What is a bill of attainder? 10. What is the difference between a bill of *attainder* and an *ex post facto*

|                                                    |              |
|----------------------------------------------------|--------------|
| highest degree 'reprehensible. Ex post facto       | Censurable.  |
| 40 laws are laws made after the 'act is done.      | Deed.        |
| By these a person might be 'punished for acts      | Chastised.   |
| which were lawful when 'committed. 'The ty-        | Done         |
| ranny and injustice of these laws are 'apparent.   | Obvious.     |
| (§ 4.) "No tax or duty shall be laid on 'arti-     | Goods.       |
| 45 cles exported from any State. No 'prefer-       | Favor.       |
| ence shall be given by any 'regulation of          | Law.         |
| commerce, or revenue to the 'ports of one          | Harbors.     |
| State over those of another; nor shall 'ves-       | Ships.       |
| sels, bound to or from one State, be 'obliged      | Compelled.   |
| 50 to enter, clear, or pay 'duties, in another."   | Taxes.       |
| The 'design of these two clauses is similar;       | Purpose.     |
| it is to preserve the equal 'rights of the         | Privileges.  |
| states, and to 'prevent Congress from giving       | Debar.       |
| any 'undue preference to the interests and         | Improper.    |
| 55 'pursuits of one state over those of another.   | Engagements. |
| (§ 5.) "No money shall be 'drawn from              | Taken.       |
| the treasury, but 'in consequence of appro-        | On account.  |
| priations made by law. And a regular 'state-       | Detail.      |
| ment and account of the receipts and 'expen-       | Disburse-    |
| 60 ditures of all public money shall be 'published | ments.       |
| from time to time." Thus, the 'expenditures        | Made known   |
| of the 'president are made dependent upon          | Expenses.    |
| the 'appropriations of the people's representa-    | Chief magis- |
| tives. An 'account of the expenditures and         | trate.       |
| 65 'receipts is to be published, that the people   | Grants.      |
|                                                    | Exhibit.     |
|                                                    | Moneys re-   |
|                                                    | ceived.      |

law? 11. What are *ex post facto* laws? (§ 4.) 12. What restriction in respect to taxes, commerce and revenue? 13. What is the purpose of these restrictions? (§ 5.) 14. In what manner, only, can money be drawn from the treasury? 15. Why should an account of expenditures be kept and published? 16. Why may not titles of nobility be granted? 17. Why may not an officer receive a present, office or title

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                    |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------|
| <p>may be acquainted with the 'nature, extent, and 'authority of each. (§ 6.) A perfect 'equality, not only in rights and privileges, but in 'rank, among all citizens, being con-</p> <p>70 templated by the 'Constitution, there would be manifest 'impropriety in allowing Congress to grant titles of 'nobility. To prevent 'bribery of national servants by foreign nations, officers of the government are 'pro-</p> <p>75 hibited from accepting any present, 'emolument, office, or title. The tenth 'section of the first article contains the 'prohibitions 'upon the states.</p> <p>(§ 7.) "No State shall '<i>enter into</i> any treaty,</p> <p>80 'alliance, or confederation; grant letters of marque, or reprisal; or 'coin money." Such powers are 'reposed exclusively in the national government. They cannot be 'exercised by states of 'various local interests, and acting</p> <p>85 from a different policy, without 'conflicting with each other, and with the 'general government. The "bills of credit" 'alluded to, are a denomination of paper money 'issued by the colonies 'before the revolution, and</p> <p>90 afterwards by the states. No 'adequate funds were 'provided to redeem them, and they 'depreciated, until they became nearly or quite 'valueless. (§ 8.) From this example,</p> | Character.         |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Force.             |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Uniformity.        |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Standing.          |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Charter of rights. |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Unsuitableness.    |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Rank.              |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Corruption.        |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Debarred.          |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Reward.            |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Division.          |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Interdictions      |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | On.                |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Become a party to. |
| <p>Compact.</p> <p>Stamp.</p> <p>Placed.</p> <p>Used.</p> <p>Numerous.</p> <p>Interfering.</p> <p>Main.</p> <p>Referred.</p> <p>Sent out.</p> <p>Previous to.</p> <p>Sufficient.</p> <p>Set apart.</p> <p>Lessened in value.</p> <p>Worthless.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Compact.           |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Stamp.             |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Placed.            |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Used.              |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Numerous.          |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Interfering.       |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Main.              |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Referred.          |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Sent out.          |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Previous to.       |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Sufficient.        |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Set apart.         |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Lessened in value. |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Worthless.         |

from any foreign government? (§ 6.) 18. Why are officers of the government prevented from accepting any present from foreign governments? (§ 7.) 19. Why is not a state allowed to make treaties, grant letters of marque, or coin money? 20. What are bills of credit?

See Article I. of the Constitution, section 10, page 129.



|                                                     |                        |
|-----------------------------------------------------|------------------------|
| may be seen the propriety of 'prohibiting           | Forbidding.            |
| 95 their 'emission. The making "anything but        | Issue.                 |
| gold and silver coin 'a tender in payment of        | An offer.              |
| debts," has been 'found to be attended with         | Discovered.            |
| similar 'pernicious results, and is prohibited      | Destructive.           |
| for similar 'reasons. The power to pass             | Causes.                |
| 100 "any 'bill of attainder, ex post facto law, or  | Instrument.            |
| law impairing the obligation of 'contracts,         | Bonds.                 |
| or to grant any title of nobility," is 'denied to   | Refused.               |
| the states. The reasons why they are 'de-           | Withheld from.         |
| nied to the general government have been 'al-       | Spoken of              |
| 105 luded to; and the same 'objections exist in     | Reasons.               |
| 'regard to the states.                              | Relation.              |
| (§ 9.) It will be 'seen that the powers here        | Observed.              |
| denied to the states, belong to, and are 'ex-       | Used.                  |
| ercised by 'Congress. The same could not            | The National Assembly. |
| 110 be intrusted to the 'individual states, without | Separate.              |
| 'producing confusion, and engendering feuds         | Generating.            |
| 'destructive of the prosperity, and dangerous       | Detrimental to.        |
| to the 'peace, of the Union. In case of ac-         | Quietude.              |
| tual 'invasion, when delay would be attended        | Incursion.             |
| 115 with pernicious, if not, 'fatal consequences,   | Ruinous.               |
| they have power to engage in 'defensive war.        | Protective.            |

## EXECUTIVE DEPARTMENT.\*

(§ 10.) The second article 'relates to the structure, 'organization and powers of the 'Executive Department. \*Section first is as

(§ 8.) 21. Why may not the states pass bills of attainder, ex post facto laws, or grant any title of nobility? (§ 9.) 22. What restrictions are laid upon the states in respect to duties? 23. What, in respect to troops and ships of war, compacts with the other states or foreign powers, and engaging in war? 24. Why are these powers denied to the states? 25. In what case may a state engage in war? (§ 10.)

\* See Article II. of the Constitution. section 1, page 130.

|                                                  |                      |
|--------------------------------------------------|----------------------|
| 120 follows: "The executive 'power shall be      | Authority.           |
| vested in a President of the 'United States of   | Confederated         |
| America. He shall 'hold his office during        | Retain.              |
| the 'term of four years; and together with       | Period.              |
| the Vice-President, 'chosen for the same term,   | Selected.            |
| 125 be elected as follows." The 'executive power | Acting.              |
| is 'vested in a single individual, to secure     | Lodged.              |
| energy and 'promptitude in the administra-       | Despatch.            |
| tion. The 'term of four years is long enough     | Space.               |
| to secure independence and 'firmness in the      | Steadiness.          |
| 130 'execution of his duties; but not so long as | Performance          |
| to remove a 'sense of responsibility to, and     | Feeling.             |
| dependence upon, the 'people. In case of the     | Citizens.            |
| vacancy of the 'office of President, by death,   | Place.               |
| impeachment, or 'otherwise, the Vice-Presi-      | In any other manner. |
| 135 dent 'succeeds him in office. (§ 11.) The    | Follows.             |
| President and Vice-President 'commence           | Begin.               |
| their 'duties on the fourth day of March,        | Functions.           |
| 'succeeding their election. The first govern-    | After.               |
| ment under the Constitution 'went into ope-      | Commenced.           |
| 140 ration on the 4th of 'March, 1789, there-    | Third month.         |
| fore it is on this day that 'every second        | Each.                |
| year a new House of Representatives is 'vested   | Clothed.             |
| with 'official power, and one-third of the Se-   | Delegated.           |
| nate is renewed: hence the 'term new Con-        | Phrase.              |
| 145 gress. Representatives and Senators 'may     | Can.                 |
| be 're-elected to office, and 'consequently con- | Chosen.              |
| tinue to be 'members of Congress as long as      | Delegates in.        |

26. In whom is the executive power vested? 27. How long does the President hold his office? 28. The Vice-President? 29. Why is the executive power vested in a single individual? (§ 11.) 30. When did the first government go into operation under the Constitution?

|     |                                                                                                                                                                                                                              |                           |
|-----|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------|
|     | the citizens of their 'respective states see proper to keep them in the National 'Legislature.                                                                                                                               | Several.                  |
| 150 | (§ 12.) The 'name of the Congress for any year may be found by '— 1789, the year the Congress first originated, from the 'current year, and 'dividing the remainder by two; if the 'result is an even number, it denotes the | Council.                  |
|     | 'number of the Congress of the year; if there                                                                                                                                                                                | Appellation.              |
|     | 'remains one, this last remainder is to be                                                                                                                                                                                   | Subtracting.              |
|     | 'added to the quotient, and the result will be the Congress of the year. 'Ex. 1848 —                                                                                                                                         | Present.                  |
| 155 | 1789 ' = $59 \div 2 = 29 + 1$ remainder = 30,                                                                                                                                                                                | ÷                         |
|     | the name of the new Congress, in 'session for the year 1848. (§ 13.) The 'people do not 'vote actually for President, but for electors; and these electors vote 'directly for President and Vice-President. This 'plan,      | Quotient.                 |
| 160 | it was thought, would be ' <i>attended with</i> less excitement than a 'purely popular election.                                                                                                                             | Title.                    |
|     | No ' <i>right hereditary</i> names the chief                                                                                                                                                                                 | Is left.                  |
|     | Ordain'd our country's 'rugged sons to guide—                                                                                                                                                                                | +                         |
|     | No 'warrior famous, grasping as a thief,                                                                                                                                                                                     | For example.              |
| 170 | Can here 'through bayonets to power ride;—                                                                                                                                                                                   | Equals.                   |
|     | Our law from all such 'despots gives relief,                                                                                                                                                                                 | Continuance.              |
|     | And, 'as our freemen point to it with pride,                                                                                                                                                                                 | Citizens.                 |
|     | Kings tremble for their 'crowns, and see in grief,                                                                                                                                                                           | Ballot.                   |
|     | 'Throngs move towards open polls with manly stride,                                                                                                                                                                          | Expressly.                |
| 175 | Where, free from 'sharpen'd sabres at their throats,                                                                                                                                                                         | Way.                      |
|     | They cast in peace their 'silent, mighty votes.                                                                                                                                                                              | Accompanied by.           |
|     |                                                                                                                                                                                                                              | Strictly.                 |
|     |                                                                                                                                                                                                                              | Privilege of birth-right. |
|     |                                                                                                                                                                                                                              | Nervous.                  |
|     |                                                                                                                                                                                                                              | Leader.                   |
|     |                                                                                                                                                                                                                              | On.                       |
|     |                                                                                                                                                                                                                              | Tyrants.                  |
|     |                                                                                                                                                                                                                              | While.                    |
|     |                                                                                                                                                                                                                              | Thrones.                  |
|     |                                                                                                                                                                                                                              | Crowds.                   |
|     |                                                                                                                                                                                                                              | Keen-edged.               |
|     |                                                                                                                                                                                                                              | Quiet.                    |

(§ 12.) 31. How are the different Congresses named? 32. How can you ascertain the name of each Congress? (§ 13.) 33. How many presidential electors are chosen from each state? 34. Do the people vote directly for President? 35. Why was the present mode of election preferred? 36. Give the last ten lines of this lesson in prose, and supply the ellipses if any.



LESSON XXXV.

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                      |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>(§ 1.) ARTICLE 'XII. of the Amendments of the Constitution points out, in 'an <i>explicit</i> manner, the duties of the electors in 'casting their votes, and gives such 'directions in re-<br/> 5 gard to the signing, 'sealing, transmission, and 'opening of the certificates of the electors, as are 'necessary to prevent frauds or 'alterations. It also provides for an election of the President by the House of 'Represent-<br/> 10 tatives, and a 'Vice-President by the Senate, whenever the people fail to make a 'choice 'through their electors. They are, however, restricted in their 'choice to the three who have received the highest number of 'votes. Other-<br/> 15 wise, a person having a 'small number of votes might be elected, 'against the wishes of a large 'majority of the people. (§ 2.) The design of making all the electors 'give their votes on the same day, is to 'prevent<br/> 20 'frauds or political combinations and intrigues among the colleges. Congress has 'still further provided against frauds in the 'migration of voters from one 'place to another, and double-voting, by 'causing the electors them-</p> | <p>Twelve.<br/> A plain.<br/> Bestowing.<br/> Instructions.<br/> Enclosing.<br/> Unsealing.<br/> Essential.<br/> Changes.<br/> Delegates.<br/> Second ex-<br/> ecutive officer<br/> Selection.<br/> By.<br/> Choosing.<br/> Ballots.<br/> Trifling.<br/> Contrary to.<br/> Plurality.<br/> Cast.<br/> Avoid.<br/> Impositions.<br/> Yet.<br/> Moving.<br/> Poll.<br/> Requiring.</p> |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

(§ 1) 1. How do the electors proceed in the choice of President and Vice-President? 2 How is the President chosen, when the electors fail to make a choice? 3. How the Vice-President? 4. To what number is the House restricted in its choice? 5. To what number is the Senate limited? 6. Why are they thus limited? 7. To how many electors is each state entitled? 8. What persons are disqualified from being electors? (§ 2.) 9. How is the time of choosing electors, and

|    |                                                                                                                                                                                                                                              |                                                                          |
|----|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------|
| 25 | selves to be chosen 'upon the same day throughout the 'Union. By a law of Congress, the 'electors for President and Vice-President must be 'appointed on the Tuesday 'succeeding the first Monday in November.                               | On.<br>United States<br>Choosers.<br>Designated.<br>Following.           |
| 30 | (§ 3.) The electors are 'required to vote for President and Vice-President 'on the first Wednesday in December, in 'every fourth year after the last 'election. The electors do not assemble at ' <i>the general seat of gov-</i>            | Enjoined.<br>During.<br>Each.<br>Choice of officers.<br>Washington.      |
| 35 | <i>ernment</i> , but 'usually at the capitals of their 'respective states. The electors in each 'state are required to make and sign three 'certificates of all the votes given by them, and to 'put the same under seal. One of the         | Generally.<br>Particular.<br>Commonwealth.<br>Attestations.<br>Place.    |
| 40 | 'certificates is to be at once put into the post-office, 'directed to the President of the Senate at Washington. Another 'certificate is also to be 'sent by some responsible person, selected by the electors, to the 'President of the Se- | Authentications.<br>Addressed.<br>Testimonial.<br>Conveyed.<br>Chairman. |
| 45 | nate; and the last certificate is to be 'delivered to the judge of the 'district in which the electors shall have 'assembled. The day appointed for opening and 'counting the votes is the second Wednesday of the 'following                | Committed.<br>Precinct.<br>Convened.<br>Numbering.<br>Succeeding         |

the day on which they shall give their votes, determined? 10. Why should the same day be fixed throughout the Union? (§ 3.) 11. Why is it necessary that the House of Representatives choose the President before the 4th of March? 12. In case it fails to elect a President, what is then done? 13. When are the electors chosen for President and Vice-President? 14. When are they required to vote for President and Vice-President? 15. How many distinct tickets are the electors of each state required to sign? 16. What do you suppose is the reason of this law? 17. When are the votes of the electors of all

50 'February. (§ 4.) Section first of Article II. also 'relates to the qualifications of the President. By the 'requirements of the Constitution, the 'qualifications of the Vice-President 'must be the same as those of the President.

55 The 'office of President being the highest post of 'honor in the United States, the highest degree of 'attainment is required to render a person 'eligible to that office. As to the 'qualification in respect to age, the middle

60 period of life has been 'selected, when the characters of individuals are 'generally known, their talents fairly 'developed, and the faculties are fast ripening into 'maturity. No true 'lover of his country could see, with-  
65 out fearful 'apprehensions, the highest office in his country's gift 'intrusted to any other than a citizen of the 'Union.

(§ 5.) 'Provision is made for any possible 'contingency that might occur to pre-  
70 vent 'a total suspension of the executive 'functions, which would be injurious, if not fatal, to the 'interest of the country. The 'salary of the President is twenty-five thousand dollars 'per annum; that of the Vice-  
75 President, six thousand dollars. The 'salary of the President cannot be 'increased during

Second month.  
Refers.  
Requisitions.  
Capabilities.  
Shall.  
Situation.  
Dignity.  
Accomplishment.  
Qualified for.  
Requirement  
Chosen.  
Commonly.  
Formed.  
Perfection.  
Patriot.  
Forebodings.  
Given.  
Confederacy.  
Precaution.  
Chance.  
An entire.  
Duties.  
Welfare.  
Stipend.  
A year.  
Emolument.  
Enlarged.

the states counted? (§ 4.) 18. What qualifications are requisite for President? 19. Are those of the Vice-President the same? 20. Why is a high standard of qualifications required? 21. What age is selected? (§ 5) 22. How is the vacancy of the office of President supplied? 23. When vacated by the President, who is to provide for supplying the vacancy? 24. What is the salary of the President?



|                                                      |                      |
|------------------------------------------------------|----------------------|
| the 'period for which he shall have been             | Time.                |
| elected." This provision removes all 'temp-          | Inducement.          |
| tation to use his influence, or to 'intrigue         | Plot.                |
| 80 for its increase during his 'administration.      | Term of of-<br>fice. |
| It cannot be 'diminished, because this would         | Lessened.            |
| make him ' <i>dependent upon</i> Congress, or an     | Subservient to.      |
| humble 'suppliant for its favor. (§ 6.) No-          | Petitioner.          |
| thing has contributed so much to the 'sta-           | Strength.            |
| 85 bility and 'unequalled prosperity of our          | Unparalleled         |
| country, as the universal and abiding 'prin-         | Doctrines.           |
| ciples of Christianity. No 'witness, no jury-        | Deponent.            |
| man, no 'judge, no governor, no president            | Justice.             |
| can ever ' <i>enter upon</i> any duty, without first | Engage in.           |
| 90 being ' <i>placed under</i> oath or affirmation,  | Bound by.            |
| which 'implies a belief in a supreme being,          | Involves.            |
| who will 'reward the good and punish the             | Requite.             |
| 'guilty; and it is moreover an appeal to the         | Bad.                 |
| Judge of all to bear witness to the 'purity of       | Innocence.           |
| 95 the intentions of the person 'taking the oath     | Receiving.           |
| or affirmation, and is the strongest 'binding        | Obligatory.          |
| authority on the 'conscience.                        | Mind.                |
| (§ 7.) Woe be to him who 'inculcates the             | Enforces.            |
| idea that these are vain and 'idle forms;            | Unprofitable.        |
| 100 they were 'ordained by the founders of human     | Established.         |
| liberty in America, and no one can 'escape           | Evade.               |
| the retributive justice of 'Him whose name is        | God.                 |
| idly invoked. Should any President 'violate his      | Break.               |

25. Why may not this salary be increased during his term of office?  
 26. Why not diminished? 27. What is the salary of the Vice-Presi-  
 dent? 28. What oath is the President to take? (§ 6.) 29. What has  
 contributed most to the stability of our form of government? 30.  
 What is required from every public functionary on his initiation into  
 office? (§ 7.) 31. What is the consequence of a violation of the so-

|     |                                                 |             |
|-----|-------------------------------------------------|-------------|
|     | solemn 'obligations of office—should he dare    | Promises.   |
| 105 | knowingly to exclude honest merit, and 'pro-    | Elevate.    |
|     | moté to office for dishonorable 'ends, the      | Purposes.   |
|     | 'fawning tools of party; he may receive the     | Cringing.   |
|     | 'outward and temporary applause of his ob-      | External.   |
|     | sequious 'sycophants, but will even by them     | Parasites.  |
| 110 | be 'inwardly despised—his doings will pass      | Secretly.   |
|     | the searching 'ordeal of an enlightened pos-    | Scrutiny.   |
|     | terity, and his happiest 'fate on earth will be | Lot.        |
|     | an early oblivion: but no evasion can 'shield   | Protect.    |
|     | him, or any who 'pander for power, and          | Cater.      |
| 115 | barter principle for 'office, from the inevit-  | Place.      |
|     | able 'retribution of heaven.                    | Punishment. |

POWERS AND DUTIES OF THE PRESIDENT.\*

|     |                                                |                                                |
|-----|------------------------------------------------|------------------------------------------------|
|     | (§ 8.) The second 'section of the second       | Part.                                          |
|     | article 'enumerates the powers and duties of   | Recounts.                                      |
|     | the President. The 'command of the army,       | Direction.                                     |
| 120 | navy, and militia, 'obviously belongs to the   | Plainly.                                       |
|     | executive 'department; for in no other de-     | Branch.                                        |
|     | partment can we 'expect to find the quali-     | Look for.                                      |
|     | fications of 'promptitude of action and unity  | Quickness.                                     |
|     | of design, 'indispensable to success in cases  | Necessary.                                     |
| 125 | of war or 'rebellion. (§ 9.) The President     | Insurrection.                                  |
|     | has "power to grant 'reprieves and pardons."   | Temporary sus-<br>pensions from<br>punishment. |
|     | The 'unavoidable imperfections in human        | Inevitable.                                    |
|     | laws, the 'fallibility of human tribunals, and | Uncertainty.                                   |
|     | the possibility that new 'testimony may be     | Evidence.                                      |
| 130 | brought to light, which might prove the 'inno- | Harmless-<br>ness.                             |

lemn obligation of the official oath by a public functionary? 32. What power have they to fear? (§ 8.) 33. Why is the command of the army, navy, and militia, given to the President? (§ 9.) 34. Why is the power to grant reprieves and pardons necessary and important?

\* See Article II. of the Constitution, section 2, page 133.

|     |                                                 |                   |
|-----|-------------------------------------------------|-------------------|
|     | cence, or 'mitigate the crime of the offender,  | Lessen.           |
|     | render this power 'highly important in the      | Very.             |
|     | 'administration of justice. Any criminal        | Dispensation      |
|     | 'code, which provides no pardoning or miti-     | System.           |
| 135 | gating power, would justly be 'considered       | Deemed.           |
|     | cruel and 'oppressive. The President cannot     | Tyrannical.       |
|     | 'pardon in cases of impeachment; because        | Remit punishment. |
|     | the 'convicted party might have been acting     | Condemned.        |
|     | under his 'authority, or be one of his corrupt  | Sanction.         |
| 140 | favorites. In this 'case, there would be a      | Instance.         |
|     | dangerous temptation to 'pardon the guilty.     | Clear.            |
|     | (§ 10.) The 'treaty-making power is so          | Negotiating.      |
|     | extensive, and so 'capable of abuse, that it is | Liable to.        |
|     | not 'confided to the President alone, but two-  | Committed.        |
| 145 | thirds of the Senate must 'concur with him.     | Agree.            |
|     | Thus, a treaty receives the 'sanction of a      | Approbation.      |
|     | sufficient number of public 'functionaries, to  | Officers.         |
|     | give the surest 'guaranty of its utility or ne- | Warranty.         |
|     | cessity. The power of appointment 'fur-         | Supplies.         |
| 150 | nishes one of the greatest 'means for exert-    | Facilities.       |
|     | ing influences, 'possessed by the executive.    | Enjoyed.          |
|     | It is, however, guarded in some 'degree, by     | Measure.          |
|     | making the appointment 'dependent upon the      | Subject to.       |
|     | 'concurrence of the Senate. (§ 11.) The Pre-    | Approval.         |
| 155 | sident 'removes the officers of his appointment | Displaces.        |
|     | without the 'assent of the Senate, and usage    | Concurrence       |
|     | seems to have given the 'custom validity. It    | Practice.         |
|     | has been 'maintained by some of the states-     | Held.             |

35. Why may not the President pardon in cases of impeachment? (§ 10.) 36. What body must concur with the President in forming treaties? 37. What proportion? 38. What body must concur with him in the appointment of ambassadors and other public officers? 39. Why is the appointing power thus granted? (§ 11.) 40. Is the



|     |                                                                                                                                                                                                     |                          |
|-----|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------|
| 160 | men who 'assisted in framing the Constitu-<br>tion, that where the advice and 'consent of<br>the Senate are necessary to an 'appointment,<br>they are also 'necessary to a removal from<br>'office. | Aided.                   |
|     |                                                                                                                                                                                                     | Approval.                |
|     |                                                                                                                                                                                                     | Investment<br>of office. |
|     |                                                                                                                                                                                                     | Requisite.               |
|     |                                                                                                                                                                                                     | Employment               |

concurrence by the Senate necessary to removal from office? 41.  
What opinion has been held by some concerning this? 42. In what  
case has the President power to fill vacancies?

### LESSON XXXVI.

|    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                         |
|----|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------|
| 5  | The third 'section of the second<br>article 'enumerates the duties of the Presi-<br>dent. From his general 'supervision of the<br>'affairs of the nation, foreign and domestic,<br>the President is 'peculiarly qualified to give<br>"information of the 'state of the Union,"<br>and, from his ' <i>large experience</i> , to recom-<br>mend measures for the 'consideration of Con-<br>gress. 'Occasions may arise, when the in-<br>terests or safety of the nation 'require im-<br>mediate 'action. Hence the necessity of a<br>power to 'convene Congress. He can ad-<br>journ Congress only in case of 'disagree-<br>ment. "He shall take care that the 'laws<br>be 'faithfully executed." The great object<br>in the establishment of the 'executive depart-<br>ment is, to accomplish a faithful 'execution | Division.               |
|    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Recounts.               |
|    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Superintend-<br>ance.   |
|    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Concerns.               |
|    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Particularly.           |
|    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Condition.              |
|    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Extensive<br>knowledge. |
|    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Action.                 |
|    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Circumstances.          |
|    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Demand.                 |
| 10 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Deliberation.           |
|    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Convoke.                |
|    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Dissension.             |
|    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Enactments.             |
| 15 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Justly.                 |
|    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Administer-<br>ing.     |
|    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Performance             |

(§ 1.) 1. Why is the president peculiarly qualified to give informa-  
tion and recommend measures to Congress? 2. Why is the power to  
convene Congress necessary? 3. When may the president adjourn  
Congress? 4. What was one of the principal objects in the establish-

of the laws. (§ 2.) It is a 'duty of the President to send 'annually to Congress, at the  
 20 'opening of the session, a message, which should include 'a *synopsis* of all national 'matters of importance. Special messages are often sent to Congress, which have 'particular reference to one, or only a few 'sub-  
 25 jects. It is evident that the '*chief magistrate*' of the nation wields an 'immense and increasing 'influence through patronage. The number of postmasters alone, 'dependent on the 'executive, in 1846, was fourteen thousand  
 30 six hundred and one; 'whereas, in 1790, one year after the 'Constitution went into operation, the 'number was only seventy-five. The 'office of the President ought always to be filled from the rank of the 'wisest and best  
 35 statesmen of the 'nation.

(§ 3.) The President 'occupies the most exalted office in the country, and as he 'receives all foreign 'ambassadors — who are the 'personal representatives of their sove-  
 40 reigns, as has been 'heretofore shown in the 'Laws of Nations, (page 66,) — he must necessarily have much 'weight with foreign powers, and in cases of 'revolution, or divisions of other 'governments, much discrimi-

Requirement  
 Yearly.  
 Beginning.  
 An epitome.  
 Business.  
 Especial.  
 Matters.  
 President.  
 Extensive.  
 Power.  
 Depending.  
 Administration.  
 But.  
 Government.  
 Amount.  
 Station.  
 Ablest.  
 Country.  
 Holds.  
 Admits.  
 Ministers.  
 Peculiar.  
 Previously.  
 Regulations.  
 Influence.  
 Alterations.  
 Realms.

ment of the executive department? (§ 2.) 5. What annual duty devolves on the president? 6. What are some of the causes that increase the influence of the president? 7. What number of post-offices was there in the United States in 1790? 8. What number in 1846? (§ 3.) 9. Who do you suppose occupies the most exalted office in the world? 10. What gives the president much weight with foreign

|    |                                                                                                                                            |                   |
|----|--------------------------------------------------------------------------------------------------------------------------------------------|-------------------|
| 45 | nation and wisdom is 'required on the part of the executive, inasmuch as the 'rejection of ambassadors 'usually produces hostility. (§ 4.) | Necessary.        |
|    | When treaties are 'violated by foreign nations, it devolves on the President to 'require their                                             | Repulsion.        |
|    | 50 proper 'enforcement. When public officers 'neglect their business, or abuse their privileges, it is the duty of the President to 're-   | Generally.        |
|    | move them, and 'appoint in their places faithful and efficient 'agents. It may be proper                                                   | Infracted.        |
| 55 | here to 'remark, that no member of Congress, no judge, no president, no 'officer what-                                                     | Demand.           |
|    | ever under the national government is 'honor-                                                                                              | Execution.        |
|    | able, in any titular way, by the 'authority of                                                                                             | Disregard.        |
|    | the Constitution; all titles are 'given as mat-                                                                                            | Discharge.        |
| 60 | ters of 'etiquette.                                                                                                                        | Employ.           |
|    | (§ 5.) The 'President, like the members of                                                                                                 | Factors.          |
|    | Congress, cannot be 'impeded in the discharge                                                                                              | Observe.          |
|    | of his official duties, but is 'privileged from                                                                                            | Functionary.      |
|    | arrest in all civil cases; but for any 'derelic-                                                                                           | Excellent.        |
|    | 65 tion of 'duty, he may, in common with all                                                                                               | Sanction.         |
|    | the 'civil officers of the general government,                                                                                             | Accorded.         |
|    | be 'impeached, and is also held accountable to                                                                                             | Courtesy.         |
|    | the 'courts of justice for any violation of the                                                                                            | Chief-magistrate. |
|    | laws of the land, the same as any other 'citi-                                                                                             | Hindered.         |
| 70 | zen. Senators and 'Representatives hold                                                                                                    | Exempted.         |
|    | their offices, and 'derive all their power to                                                                                              | Desertion.        |
|    |                                                                                                                                            | Office.           |
|    |                                                                                                                                            | Municipal.        |
|    |                                                                                                                                            | Arraigned.        |
|    |                                                                                                                                            | Tribunals.        |
|    |                                                                                                                                            | Subject.          |
|    |                                                                                                                                            | Delegates.        |
|    |                                                                                                                                            | Obtain.           |

powers? (§ 4.) 11. What is the duty of the president when treaties with other nations are violated? 12. What is the duty of the president when any of the national officers neglect their duties or abuse the trusts confided to them? 13. Why are members of Congress called honorable? (§ 5.) 14. Illustrate the difference between *citizen* and *subject*, in the 69th line. (§ 6.) 15. Illustrate the difference be-

See Article II. of the Constitution, section 4, page 136.



|                                                  |               |
|--------------------------------------------------|---------------|
| act from their 'constituents in the several      | Employers.    |
| states, and consequently are 'exempted from      | Freed.        |
| 'impeachment; but for misconduct, they are       | Arraignment   |
| 75 liable to be summarily 'expelled from Con-    | Ejected.      |
| gress. (§ 6.) In the exercise of his 'preroga-   | Right.        |
| tive, the President 'pursues the course dic-     | Follows.      |
| tated to him by his 'conscience, and has the     | Sense of jus- |
| power of 'contributing much to the prosperity    | tice,         |
| 80 or 'ruin of the republic. The President of    | Adding.       |
| the nation should 'consider his own interest     | Destruction.  |
| of secondary moment, and the 'welfare, not       | Regard.       |
| of any 'party or state, but of the whole         | Prosperity.   |
| Union, of paramount 'importance: his main        | Clique.       |
| 85 'study should be, not to secure the temporary | Weight.       |
| 'eulogies of favorites, but to perform with      | Desire.       |
| 'uprightness the functions of the most exalted   | Praises.      |
| office that can be 'committed to mortal man      | Probity.      |
| —to 'preserve the purity of republican insti-    | Entrusted.    |
| 90 tutions, to add to the 'honor and prosperity  | Protect.      |
| of the nation, and thereby 'promote the civil    | Dignity.      |
| and religious 'liberties of the world.           | Forward.      |
| (§ 7.) However 'excellent, patriotic, and        | Privileges.   |
| pure may have been the 'characters of Ame-       | Eminent.      |
| 95 rican Presidents, the people should 'con-     | Reputations.  |
| stantly remember that no past 'excellence,       | Always.       |
| no barriers of the Constitution, no 'restraints  | Worth.        |
| of law, can be of any 'avail: if they cease to   | Restrictions. |
| 'inspect the conduct of their rulers, if they    | Effect.       |
|                                                  | Overlook.     |

tween *ruin* and *destruction*, in the 80th line. 16. What should be the main study of the president of the nation? (§ 7.) 17. What should the people constantly remember? 18. What are the extreme dangers of a republic? 19. Why should people inspect the conduct of their rulers? 20. What is requisite to sustain and perpetuate liberty? 21.

\* See Article II. of the Constitution, section 1, page 130.

|     |                                                                                                                                                                                                                               |                                                                |
|-----|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------|
| 100 | become ignorant of the 'requirements of the Constitution, political power must 'inevitably pass from the 'many to the few. A republic in name may become a 'despotism in reality, or be rent asunder by intestine 'broils and | Requisitions.<br>Certainly.<br>People.<br>Tyranny.<br>Tumults. |
| 105 | anarchy. 'Intelligence and vigilance are alike requisite to 'perpetuate liberty.                                                                                                                                              | Knowledge.<br>Continue.                                        |

JUDICIAL DEPARTMENT—TREASON.

|     |                                                                                                                                                                                                                                 |                                                              |
|-----|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------|
|     | (§ 8.) It is 'evident that government must possess ' <i>an administering tribunal</i> , to interpret the laws, decide 'controversies, punish                                                                                    | Obvious.<br>A judiciary.<br>Disputes.                        |
| 110 | offences, and enforce rights. 'Otherwise the government will be 'deficient and powerless, or this power will be 'usurped by the other departments, which would be 'fatal to liberty. The 'celebrated Montesquieu has said, that | Else.<br>Imperfect.<br>Assumed.<br>Destructive.              |
| 115 | "there is no 'liberty, if the judiciary be not 'separated from the legislative and executive powers." And no 'remark receives stronger 'confirmation from experience, in all ages of the world. As it is the 'duty of the judi- | Famous.<br>Freedom.<br>Divided.<br>Observation.<br>Corrobor- |
| 120 | ciary to decide concerning the 'constitutionality of the 'acts of the legislature; to carry into effect 'established laws, and prevent the 'enforcement of those that are unconstitutional; its powers are ' <i>equally ex-</i> | Function.<br>Validity.<br>Proceeding.<br>Constitutional.     |
| 125 | <i>tensive</i> with those of the legislative 'depart-                                                                                                                                                                           | Sanction.<br>Co-extensive<br>Division.                       |

Do wise and good rulers wish to keep their national or legislative proceedings from the knowledge of the people? (§ 8.) 22. For what purpose is a judiciary necessary? 23. Why should it be separated from the other departments? 24. With what are the judicial powers co-extensive? 25. Who was Montesquieu? (§ 9.) 26. In what is the

|                                                                                                                                                                                                                                    |                                                                         |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------|
| ment. (§ 9.) The third article 'relates to the judiciary. The judges, as we have 'seen, are 'appointed by the President, with the 'concurrence of the Senate. Were they                                                            | Refers.<br>Observed.<br>Deputed.<br>Assent.                             |
| 130 'elected by the people directly, they would be liable to have their feelings 'enlisted in favor of the party which 'elected them, and to be 'prejudiced against the party which opposed them. They would be more 'liable to be | Chosen.<br>Engaged.<br>Chose.<br>Biased.<br>Prone.                      |
| 135 'swayed by faction, and to mould their decisions to suit the 'prevailing opinions of the day, in order to 'retain their places. The 'judges "hold their offices during good behavior." They can be 'removed only on            | Influenced.<br>Existing.<br>Hold.<br>Arbitrators.<br>Set aside.         |
| 140 impeachment. This 'secures firmness and independence, by removing all 'apprehensions of being displaced, so long as they 'discharge their duties with 'fidelity and integrity. A situation so 'permanent and independent,      | Renders certain.<br>Fears.<br>Perform.<br>Truth.<br>Unchangeable.       |
| 145 so exalted above the hopes of higher 'aspirations, should awaken a 'laudable ambition to leave behind them a lasting 'fame, by a wise and faithful 'discharge of duty.                                                         | Wishes.<br>Praiseworthy<br>Renown.<br>Performance                       |
| (§ 10.) Section second of Article III. 'refers to the 'jurisdiction and powers of the judiciary. The 'Supreme Court has jurisdiction in cases 'arising under the constitutional laws and 'treaties of the United States,           | Relates.<br>Extent of authority.<br>Highest.<br>Coming up.<br>Compacts. |

judicial power vested? 27. How long do the judges hold their offices? 28. Why should not the judges be elected by the people? 29. What is the probable effect of this term of office upon the judges? (§ 10.) 30. To what cases does the judicial power extend? 31. Why does it



|     |                                                         |                      |
|-----|---------------------------------------------------------|----------------------|
|     | 'because the judicial power must be co-ex-              | For the reason that. |
| 155 | tensive with the 'legislative and executive,            | Law-making.          |
|     | in order to 'insure uniformity in respect to            | Secure.              |
|     | their 'operation. The other cases of juris-             | Action.              |
|     | isdiction are too 'numerous to be particularly          | Many.                |
|     | mentioned in a work of this 'kind. They                 | Character.           |
| 160 | are such as obviously 'appertain to the juris-          | Pertain.             |
|     | isdiction of the Supreme 'Court, and such as            | Tribunal.            |
|     | could not 'properly belong to the courts of             | Suitably.            |
|     | the states. (§ 11.) Foreign 'ministers are              | Envoys.              |
|     | national 'officers, and no court can have               | Functionaries.       |
| 165 | 'jurisdiction against such foreign officers, but        | Legal power.         |
|     | the 'Supreme Court of the United States.                | Highest.             |
|     | The Supreme Court has 'power over cases                 | Authority.           |
|     | of ' <i>admiralty and maritime</i> jurisdiction, be-    | Naval.               |
|     | cause they are intimately 'connected with               | United.              |
| 170 | commerce, and the 'regulation of commerce               | Management           |
|     | belongs to the national 'government. It has             | Administra-          |
|     | power over 'controversies between states,               | tion.                |
|     | and citizens of 'different states, because no           | Disputations.        |
|     | state should be ' <i>a judge</i> in its own case, as it | Various.             |
| 175 | might be 'inclined to favor its own citizens.           | An arbiter.          |
|     | (§ 12.) A court is said to have 'original ju-           | Disposed.            |
|     | risisdiction, when a party may 'commence a suit         | Primary.             |
|     | before such court. 'Appellate jurisdiction is           | Begin.               |
|     | the right to 'revise and affirm or reverse the          | Appealing.           |
| 180 | decision made by some other 'court. The                 | Review.              |
|     |                                                         | Tribunal.            |

extend to cases arising under the Constitution and laws of the United States? (§ 11.) 32. Why does the judicial power extend to cases affecting foreign ministers? 33. Why to cases of admiralty and maritime jurisdiction? 34. Why to controversies between the states and between citizens of the different states? (§ 12.) 35. In what cases has the Supreme Court *original* jurisdiction? 30. In what cases

|                                                        |                |
|--------------------------------------------------------|----------------|
| right of trial by jury is 'esteemed one of the         | Considered.    |
| great 'bulwarks of human liberty. It se-               | Barriers.      |
| cures to every one who may be ' <i>accused of</i>      | Charged with   |
| crime, ' <i>an impartial</i> trial by his fellow-citi- | A just.        |
| 185 zens, who can have no interest in 'oppressing      | Maltreating.   |
| him, and are 'presumed to have a common                | Supposed.      |
| ' <i>sympathy with</i> him if he be innocent. The      | Affection for. |
| trial must "be held in the 'state where the            | Commonwealth.  |
| crime shall have been 'committed, that the             | Perpetrated.   |
| 190 accused may not be removed from 'home,             | Residence.     |
| witnesses, and 'friends, to be tried among             | Associates.    |
| strangers, who feel no 'sympathy for him,              | Compassion.    |
| and may be 'prejudiced against him.                    | Predisposed.   |

*appellate* jurisdiction? 37. What is meant by original jurisdiction? 38. What by appellate jurisdiction? 39. How must all crimes except impeachments be tried? 40. Where must it be? 41. What are the advantages of a trial by jury? 42. Why should the trial be held where the crime was committed?

### LESSON XXXVII.

|                                                 |             |
|-------------------------------------------------|-------------|
| (§ 1.) SECTION third of Article 'III. relates   | Three.      |
| to 'treason. Treason is the highest crime       | Rebellion.  |
| known to human laws, as its aim is to 'over-    | Subvert.    |
| throw the 'government, and must generally       | Administra- |
| 5 be 'attended with more or less bloodshed.     | Accompanied |
| So 'atrocious is the crime considered, that     | Enormous.   |
| even a 'suspicion of treason is likely to rouse | Distrust.   |
| the public 'indignation against the suspected   | Wrath.      |
| person, to a 'degree that must operate to the   | Height.     |
| 10 'prejudice of the accused, though he might   | Injury.     |

(§ 1.) 1. In what does treason consist? 2. How many witnesses

See Article III. of the Constitution, page 137.

be innocent. To prevent the 'innocent from suffering, treason is confined to 'overt acts of 'hostility against the government. For a like reason, two witnesses are 'required to  
 15 'convict of treason, while in other cases only one is 'necessary. (§ 2.) "The Congress shall have 'power to declare the punishment of treason. But no 'attainder shall work corruption of blood, or 'forfeiture, ex-  
 20 cept during the life of the 'person attainted." 'According to the common law of England, treason was punished in the most 'cruel manner. 'The 'offender was drawn to the 'gallows in a hurdle. He was then hanged  
 25 by the neck, cut down while 'yet alive, 'his *head cut off*, and his body quartered. The punishment 'declared by Congress is death by 'hanging. Under the common law, the person attainted 'forfeited all his estates, real  
 30 and 'personal. His blood was also corrupted, so that his descendants were 'incapable of 'inheriting any of his property. Thus the 'innocent suffered for the crimes of their 'ancestors.

Guiltless.  
 Public.  
 War.  
 Demanded.  
 Find guilty.  
 Essential.  
 Authority.  
 Conviction.  
 Confiscation.  
 Individual.  
 Agreeable.  
 Unfeeling.  
 Criminal.  
 Gibbet.  
 Still.  
 2Decapitated.  
 Pronounced.  
 Gibbeting.  
 Lost.  
 Moveable.  
 Not capable  
 Possessing.  
 Harmless.  
 Progenitors.

PUBLIC RECORDS—PRIVILEGES OF CITIZENS—FUGITIVE CRIMINALS AND SLAVES—PUBLIC DEBT—SUPREMACY OF THE CONSTITUTION AND LAWS—RELIGIOUS TEST—OATH OF OFFICE—RATIFICATION, &c.

35 (§ 3.) If a case which had been 'decided

Determined.

are required to convict of treason? 3. Why is treason confined to overt acts? (§ 2.) 4. How is Congress restricted in regard to the punishment of treason? 5. How was treason punished under the



|                                                        |                |
|--------------------------------------------------------|----------------|
| in one state could 'afterwards be brought to           | Thereafter.    |
| trial in another state, it is 'evident that end-       | Plain          |
| less ' <i>contests at law</i> might be produced by     | Litigation.    |
| either party, and the 'ends of justice effectu-        | Purposes.      |
| 40 ally 'defeated. Section second relates to the       | Foiled.        |
| privileges of citizens, 'fugitive criminals and        | Runaway.       |
| slaves. In 'regard to this subject there exists        | Relation.      |
| much animosity, and 'diversity of opinion.             | Contrariety.   |
| "The citizens of each state shall ' <i>be entitled</i> | Have a claim   |
| 45 to all privileges and 'immunities of citizens       | Rights.        |
| in the 'several states." The United States,            | Different.     |
| though ' <i>consisting of</i> many different states,   | Comprising.    |
| as they are 'bound by the Constitution to the          | United.        |
| same 'national government, constitute one              | General.       |
| 50 nation. 'Hence, a citizen of one part must          | Therefore.     |
| be a citizen of any and every 'part. (§ 4.)            | Portion.       |
| This 'provision is designed for the mutual             | Measure.       |
| 'benefit and convenience of the states. It             | Advantage.     |
| 'aids in carrying out the demands of justice,          | Assists.       |
| 55 and must have a tendency to 'suppress crime,        | Prevent.       |
| by diminishing the 'chances of escaping its            | Probabilities. |
| penalties. This 'enables the slave-holding             | Empowers.      |
| states to 'reclaim slaves who may have                 | Recover.       |
| 'escaped into the states where slavery is not          | Fled.          |
| 60 'permitted. The third section of the fourth         | Allowed.       |

common law? 6. How was an attainted person treated under the common law? 7. Who were thus made to suffer? (§ 3.) 8. Why should credit be given in each state to the judicial proceedings of every other? 9. To what are the citizens of each state entitled in every other state? 10. In what manner may fugitive criminals be reclaimed? 11. What is the tendency of this provision? 12. How may fugitive slaves be recovered? 13. What is the design of this provision? (§ 4.) 14. What power has Congress in relation to the admission of new states? 15. What in relation to forming new ones from the other states? 16. How many states were there when the

article relates to the 'admission of new states, and the government of 'territories. When the Constitution was 'formed, there were only thirteen states: '*since that time* seventeen  
65 have been 'added, making thirty.

(§ 5.) There is still remaining '*in the west* a 'vast amount of territory, which will probably be admitted at some future time, 'forming several states. But 'Congress has no  
70 power to form a new state within the 'jurisdiction of another state, or 'merge two in one, without the 'consent of the legislatures of the states 'concerned; for then, the states would no longer be 'independent, but hold  
75 their 'sovereignty at the will of Congress. It is but 'reasonable that Congress should have 'power to govern and control the territories, 'since they are the property of the United States. The 'territories generally  
80 have a governor 'appointed by the president, and a legislature, 'consisting of representatives, elected by the 'people of the territory. They also send a 'delegate to the House of Representatives at Washington, who 'may  
85 'debate questions, but cannot vote. (§ 6.) The fourth section of the fourth article 'guarantees a republican 'form of government to each of the states. Were a state 'allowed to

Entrance.  
Districts.  
Framed.  
Subsequently  
Admitted.  
Towards the Pacific.  
Very large.  
Constituting.  
The national legislature.  
Limits.  
Involve.  
Approval.  
Interested.  
Uncontrolled  
Supremacy.  
Just.  
Authority.  
Because.  
Provinces.  
Designated.  
Composed.  
Inhabitants.  
Deputy.  
Can.  
Discuss.  
Secures.  
Made.  
Permitted.

Constitution was adopted? 17. How many have since been added? 18. Why may not Congress form new states from others without the consent of the states concerned? (§ 5.) 19. What control has Congress over the territories and other property of the United States? 20. How are the territories generally governed? (§ 6.) 21. What

\* See Article IV. of the Constitution, page 138.

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                   |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>'adopt a monarchical government, it would<br/> 90 be 'dangerous to, and probably destruc-<br/> 'tive of, the Union. The 'duty of a govern-<br/> ment to 'protect all the people within the<br/> 'limits of its jurisdiction, from domestic vio-<br/> lence, by 'insurrection, and from foreign in-<br/> 95 vasion, cannot be 'reasonably doubted.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | <p>Receive.<br/> Detrimental.<br/> Obligation.<br/> Guard.<br/> Bounds.<br/> Rebellion.<br/> Candidly.</p>                                                                                                                                                                                                                                                        |
| <p>(§ 7.) The fifth article 'prescribes the<br/> manner in which 'amendments may be made<br/> to the Constitution. No Constitution is 'per-<br/> fect; and no one can be so 'framed as to<br/> 100 meet all the 'exigencies which may arise in<br/> different ages. 'A total change may in the<br/> 'course of time take place in the character,<br/> or 'aims and pursuits of a people, which<br/> will require corresponding 'changes in the<br/> 105 powers and 'operations of government, to<br/> suit their interests, conveniences, and 'ne-<br/> cessities. To guard against too 'frequent and<br/> easy 'changes is also highly important. A<br/> 'changeable government cannot have a pros-<br/> 110 perous people. Hence the 'propriety of<br/> making two-thirds of each 'House of Con-<br/> gress necessary to propose 'amendments, and<br/> 'an application of the legislatures of two-<br/> thirds of the states, 'necessary to call a con-<br/> 115 vention. (§ 8.) The sixth article is a 'decla-<br/> ration of an obligation which is 'morally</p> | <p>Sets forth.<br/> Improvements.<br/> Complete.<br/> Formed.<br/> Emergencies<br/> An entire.<br/> Process.<br/> Designs.<br/> Alterations.<br/> Effects.<br/> Wants.<br/> Often recur-<br/> ing.<br/> Mutations.<br/> Variable.<br/> Fitness.<br/> Branch.<br/> Alterations.<br/> A request.<br/> Essential.<br/> Proclamat on<br/> Conscien-<br/> tiously.</p> |

must the United States guarantee to every state? 22. Why is this necessary? 23. Is it the duty of the general government to protect the states from invasion? (§ 7.) 24. How may amendments be made? 25. Why are they sometimes necessary? 26. What should be guarded against? (§ 8.) 27. In what manner are all debts binding upon go-



|                                                    |                     |
|----------------------------------------------------|---------------------|
| 'binding upon every nation through all             | Obligatory.         |
| 'changes. The powers enumerated in the             | Variations.         |
| Constitution would be 'utterly useless, if they    | Entirely.           |
| 120 could not be 'exercised independent of any     | Used.               |
| other power; or, in other 'words, if they          | Language.           |
| were not 'supreme; and the Constitution it-        | Paramount.          |
| self would be 'a nullity. The propriety of         | Void.               |
| an oath on the part of public 'officers, in        | Functiona-<br>ries. |
| 125 every department, will hardly be 'doubted.     | Questioned.         |
| The last part of this 'clause is, to prevent       | Article.            |
| any 'alliance between church and state in          | League.             |
| the 'administration of the government. The         | Management          |
| history of other countries 'affords examples       | Furnishes.          |
| 130 of the 'mischievous effects of such a union,   | Injurious.          |
| amply sufficient to warn us against a 'like        | Similar.            |
| 'experiment.                                       | Trial.              |
| (§ 9.) Two of the 'states, North Carolina          | Confedera-<br>cies. |
| and Rhode Island, did not at first 'accede to      | Consent.            |
| 135 the Union, but they finally 'ratified it, when | Confirmed.          |
| they found that the national government 'con-      | Looked upon         |
| sidered them as foreign nations. At the 'close     | End.                |
| of the Constitution follow the 'names of the       | Cognomens.          |
| 'delegates* from the different states, most of     | Deputies.           |
| 140 whom are 'distinguished in history for their   | Eminent.            |
| 'wisdom and patriotic devotion to their coun-      | Discreetness.       |
| try. At their head, as President, and 'dele-       | Deputy.             |
| gate from Virginia, 'stands the name of            | Is registered.      |

vernments in all circumstances? 28. What is declared to be the supreme law of the land? 29. Who are bound thereby? 30. What would the Constitution be without this provision? 31. What officers are bound by oath to support the Constitution? 32. Why is any religious test prohibited? (§ 9.) 33. How many states were required to

See Articles VI. and VII. of the Constitution, page 140.

\* See Biographical Table.

|     |                                                                                                                                                                                                                                |             |
|-----|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------|
| 145 | George Washington—a sufficient 'guaranty to 'every American that the Constitution was framed with 'prudence and foresight, and with an ardent desire that it might 'prove a 'perpetual blessing to the whole American 'people. | Warrant.    |
|     |                                                                                                                                                                                                                                | Each.       |
|     |                                                                                                                                                                                                                                | Discretion. |
|     |                                                                                                                                                                                                                                | Become.     |
|     |                                                                                                                                                                                                                                | Continual.  |
|     |                                                                                                                                                                                                                                | Nation.     |

ratify the Constitution? 34. What states at first refused to ratify it? 35. Who was President of the Convention that framed the Constitution? 36. Of what is his name a sufficient guaranty?

### LESSON XXXVIII.

#### AMENDMENTS.

|   |    |    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |               |
|---|----|----|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------|
| 5 | 10 | 15 | (§ 1.) THE 'amendments to the Constitution have all been 'ratified, and are now a part of that 'instrument. The greater part of them are designed more 'effectually to guard rights before 'alluded to in the Constitution, or more 'clearly to define certain 'prohibitions of power, the exercise of which would be dangerous to the 'interests of the country. The first 'article is—"Congress shall make no law 'respecting an establishment of religion, or 'prohibiting the free exercise thereof; or 'abridging the freedom of speech, or of the press; or the 'right of the people peaceably to assemble, and to 'petition the Government for a 'redress of grievances." (§ 2.) We have 'seen, in Article VI. | Additions.    |
|   |    |    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Approved.     |
|   |    |    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Document.     |
|   |    |    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Efficiently.  |
|   |    |    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Referred.     |
|   |    |    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Lucidly.      |
|   |    |    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Interdictions |
|   |    |    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Welfare.      |
|   |    |    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Clause.       |
|   |    |    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Concerning.   |
|   |    |    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Forbidding.   |
|   |    |    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Curtailing.   |
|   |    |    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Liberty.      |
|   |    |    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Memorialize   |
|   |    |    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Correction.   |
|   |    |    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Observed.     |

(§ 1.) 1. Of what are the amendments now a part? 2. For what are they mostly designed? 3. Why is Congress forbidden to make any law respecting an establishment of religion? (§ 2.) 4. What pre-

See Article I. of the Amendments to the Constitution, page 142.

|                                                       |               |
|-------------------------------------------------------|---------------|
| of the Constitution, that no religious 'test          | Pledge.       |
| can be 'required, as a qualification for office.      | Exacted.      |
| The first clause here, is an 'extension of that       | Enlargement   |
| 20 'prohibition, and is supported by the same         | Interdiction. |
| reasons. It prevents all 'interference of go-         | Intermed-     |
| vernment in 'religious duties. Moreover,              | dling.        |
| this 'clause presents an insurmountable bar-          | Pious.        |
| rier to the 'union of church and state, and           | Passage.      |
| 25 Congress can never have any 'pretence for          | Junction.     |
| legislating on the 'various forms of religion.        | Pretext.      |
| ' <i>At whatever time</i> a government has estab-     | Different.    |
| lished the 'form of belief of any sect, it has        | Whenever.     |
| usually 'patronised only those professing that        | Creed.        |
| 30 belief, and placed 'grievous restrictions upon     | Favored.      |
| all other 'denominations.                             | Oppressive.   |
| (§ 3.) It may be 'proper here to remark,              | Sects.        |
| that the Constitution makes no 'provision for         | Suitable.     |
| the support of 'Christianity, because it was          | Arrangement   |
| 35 framed 'exclusively for civil purposes; and        | The religion  |
| ' <i>the Christian religion</i> formed no part of the | of Christ.    |
| 'agreement between the contracting states—            | Altogether.   |
| each of which surrendered to the 'general             | Christianity. |
| government a few of its 'political rights             | Bargain.      |
| 40 for the better 'protection of the rest; but        | National.     |
| every state and every 'individual in the              | Public.       |
| country 'retained untouched and unmolested,           | Defence.      |
| every principle of his religious 'freedom. It         | Person.       |
|                                                       | Kept.         |
|                                                       | Liberty.      |

sents an insuperable barrier in this country to the union of church and state? 5. What has generally been the result whenever any government has adopted sectarian tenets? (§ 3.) 6. For what reason, in your opinion, was no provision made to support Christianity in the Constitution? 7. Why did states cede to the national government any of their political rights? 8. What did every state and every individual

See Article I. of the Amendments to the Constitution, page 142.



|                                                           |                 |
|-----------------------------------------------------------|-----------------|
| would likewise have been 'impossible to                   | Impracticable.  |
| 45 introduce the 'subject of religion in such             | Matter.         |
| manner as to meet the 'approbation of the                 | Sanction.       |
| numerous 'sects of Christians; for though                 | Denomina-       |
| most agree on the 'fundamental doctrines of               | tions.          |
| religion, yet there are various 'minor differ-            | Essential.      |
| 50 ences. (§ 4.) Among the 'framers of the                | Smaller.        |
| Constitution were men as 'eminent for their               | Founders.       |
| wisdom and 'piety, as they were for their                 | Distinguished.  |
| patriotism; and the 'history of our country               | Religion.       |
| has 'demonstrated that religion may flourish              | Chronicle.      |
| 55 in its 'utmost vigor and purity, without the           | Proved.         |
| 'aid of the national government: and that                 | Greatest.       |
| the universal 'dissemination of Christianity              | Help.           |
| is best promoted, the highest 'happiness of               | Diffusion.      |
| society secured, and the most 'enduring glory             | Felicity.       |
| 60 of the nation 'attained, through the medium            | Last'ing.       |
| of 'schools.                                              | Reached.        |
|                                                           | S minaries.     |
| (§ 5.) The 'freedom of speech and of the                  | Liberty.        |
| press is indispensable to the 'existence of a free        | Duration.       |
| government. The 'acts of the government                   | Deeds.          |
| 65 are open to free 'discussion, and thus any             | Debate.         |
| 'abuse of its powers may be exposed. This                 | Ill-use.        |
| power is designed to 'shield the people from              | Guard.          |
| those tyrannical 'usurpations, which have so              | Assumptions.    |
| 'wantonly deprived the world of some of the               | Wickedly.       |
| 70 richest ' <i>productions of the mind</i> . In despotic | Literary works. |
| countries, no newspaper or book can be 'pub-              | Printed.        |
| lished, even of ' <i>a scientific</i> or literary cha-    | An artistical.  |

retain? (§ 4.) 9. What does the history of our country demonstrate? 10. How is the happiness of mankind best promoted? (§ 5.) 11. In what manner is free discussion useful? 12. What is the design of the first Article of the Amendments to the Constitution? (§ 6.) 13. What

|    |                                                        |               |
|----|--------------------------------------------------------|---------------|
|    | racter, without the 'sanction of government ;          | Approval.     |
|    | and there are probably, ' <i>at the present time</i> , | Now.          |
| 75 | in the United States, more 'newspaper presses          | Gazette.      |
|    | than in all the rest of the 'world. (§ 6.)             | Globe.        |
|    | Despotism always 'fears the truth, and stifles         | Dreads.       |
|    | public 'discussion ; but our government being          | Examination   |
|    | 'instituted by the people for the benefit of the       | Founded.      |
| 80 | people, is interested in the 'universal disse-         | General.      |
|    | mination of knowledge ; and the 'purity of its         | Justness.     |
|    | objects and the 'ability of its administration,        | Wisdom.       |
|    | should ever be so manifest as to 'render the           | Make.         |
|    | discussion of its affairs, and the 'dissemination      | Diffusion.    |
| 85 | of truth, its strongest 'bulwarks. It should,          | Barriers.     |
|    | however, be 'distinctly understood, that this          | Clearly.      |
|    | 'power does not confer an unrestricted right           | Privilege.    |
|    | of 'speech or publication.                             | Utterance.    |
|    | (§ 7.) If that were the case, a 'citizen               | Denizen.      |
| 90 | might 'vilify and abuse another with impu-             | Reproach.     |
|    | nity, might destroy his reputation, and 'sac-          | Immolate.     |
|    | rifice his 'happiness and dearest interests, from      | Felicity.     |
|    | a mere 'wantonness, or to gratify a spirit of          | Sportiveness. |
|    | revenge. A man might even excite 'sedition,            | Disaffection. |
| 95 | 'rebellion, and treason against the govern-            | Insurrection. |
|    | ment. It gives 'liberty to print or say any-           | Permission.   |
|    | thing that will not 'injure another in his rights,     | Wrong.        |
|    | property, or 'reputation ; or that will not dis-       | Character.    |
|    | turb the public peace, or threaten the 'over-          | Defeat.       |

are some of the restrictions upon knowledge in despotic countries ? 14. What does despotism always fear ? 15. What are the strongest barriers of our government ? 16. Has any one the right to say or print what he pleases ? (§ 7.) 17. What is the real meaning of this phrase, "the freedom of speech and the press ?" 18. What must be the condition of those who are denied the right of petition ? (§ 8.)

|     |                                                                                                                                                                                                                                     |                                                                    |
|-----|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------|
| 100 | throw of the 'government. The right of the people "peaceably to assemble and 'petition for a redress of 'grievances" is invaluable. (§ 8.) It is difficult to conceive of a more 'abject state of slavery, or one more 'humiliating | Administration.<br>Pray.<br>Wrongs.<br>Despicable.<br>Degrading.   |
| 105 | to those who have even limited 'views of their own 'rights, than where the people dare not make known their grievances, and 'petition for their 'redress. This right has often been denied in 'despotic governments, under a        | Ideas.<br>Immunities.<br>Memorialize<br>Relief.<br>Tyrannical.     |
| 110 | pretence of guarding against 'insurrections and 'conspiracies.                                                                                                                                                                      | Rebellions.<br>Plots.                                              |
|     | (§ 9.) The second article is—"A well 'regulated Militia being 'necessary to the security of a free State, the 'right of the people to                                                                                               | Organized.<br>Needful.<br>Liberty.                                 |
| 115 | keep and bear 'arms shall not be infringed." Some 'tyrannical governments resort to disarming the people, and making it 'an offence to keep arms, or participate in military 'parades. In all countries where despots 'rule         | Weapons.<br>Imperious.<br>A crime.<br>Drills.<br>Govern.           |
| 120 | with standing armies, the 'people are not allowed to keep 'guns and other warlike weapons. The true 'nature of a standing army was fully 'known by our forefathers; they had 'experienced its practical results                     | Inhabitants.<br>Muskets.<br>Character.<br>Recognised.<br>Realized. |
| 125 | before the 'revolution. It may indeed be a 'question, if England could have waged                                                                                                                                                   | Change.<br>Doubt.                                                  |

19. What is the most abject state of slavery to which man is subject?  
 20. What right has been denied under despotic governments? (§ 9.)  
 21. What is the condition of the people in despotic countries? 22.  
 What is the difference between *guns* and *muskets*, in the 121st line?  
 23. In what way had the republic of this country realized the evils  
 of standing armies? 24. Are the citizens of a country easily made

\* See Article II. of the Amendments to the Constitution, page 142.



|                                                         |                 |
|---------------------------------------------------------|-----------------|
| any war of long duration against the 'colo-             | Provinces.      |
| nies, without its 'standing army. The citi-             | Permanent.      |
| zens of any country 'quickly perceive the               | Soon.           |
| 130 injustice of despotic 'measures, and cannot         | Proceedings.    |
| generally be made the 'tools of oppression.             | Hirelings.      |
| (§ 10.) It is the 'extreme of folly for any             | Height.         |
| people to 'maintain a large standing army in            | Support.        |
| 'times of peace: almost every feature of a              | Seasons.        |
| 135 free government is 'abolished in organized          | Destroyed.      |
| armies; the soldiers are not tried by 'juries           | Equals.         |
| for any real or 'supposed offence; they are             | Imaginary.      |
| at the mercy of their officers—in 'short, under         | Fine.           |
| the most 'absolute despotism. Denied the                | Complete.       |
| 140 privileges of going out of 'prescribed limits,      | Defined.        |
| the endearments of ' <i>domestic life</i> , the freedom | Home.           |
| of 'speech, or the enjoyments of the social             | Discourse.      |
| privileges of 'civil society, they are required         | Free.           |
| to move as 'puppets, to receive orders which            | Automatons.     |
| 145 they must obey, to 'consider others as their        | Deem.           |
| superiors, and to 'pay homage to men.                   | Render.         |
| (§ 11.) Thus, 'gradually led to be the ser-             | Impercepti-     |
| vants and slaves of power, to obey 'com-                | bly.            |
| mands, right or wrong, they are 'further lia-           | Mandates.       |
| 150 ble, for 'offences which in civil society would     | Moreover.       |
| entail but slight punishment, to be 'court-             | Derelictions    |
| martialled, whipped, 'hung or shot. Thus                | of duty.        |
| a man of 'discretion, of wisdom, and of                 | Tried by mil-   |
|                                                         | itary officers. |
|                                                         | Executed.       |
|                                                         | Judgment.       |

the tools of oppression? (§ 10.) 25. What laws exist in established armies? 26. What is the tendency of long-continued surveillance upon men? 27. How must men in armies view their officers? 28. Do men in armies dare to go without the limits prescribed by their officers? 29. Name some other objections to permanent armies. 30. Do you suppose any people can lose their liberty without standing armies? (§ 11.) 31. What do you suppose is the difference between

|     |                                                   |               |
|-----|---------------------------------------------------|---------------|
|     | 'years, may be hung, for refusing to obey, or     | Advanced age. |
| 155 | 'questioning the orders of some young and         | Doubting.     |
|     | perhaps passionate and 'senseless upstart,        | Foolish.      |
|     | whom chance, accident, or 'favoritism, has        | Partiality.   |
|     | placed in 'command. It is well worthy of          | Authority.    |
|     | remark, that the most 'illustrious generals of    | Renowned      |
| 160 | the revolution were 'citizens and not soldiers    | Civilians.    |
|     | by profession, and gave the strongest 'testi-     | Evidence.     |
|     | mony against 'standing armies. (§ 12.) The        | Permanent.    |
|     | whole 'revolutionary army were citizens be-       | Continental.  |
|     | fore the war, and may justly be 'regarded as      | Looked upon   |
| 165 | citizen soldiers; and the 'standing army of the   | Regular.      |
|     | 'king of England was the most oppressive and      | Potentate.    |
|     | 'hated instrument of his power. The princi-       | Abhorred.     |
|     | pal officers, like Washington, 'resigned their    | Relinquished  |
|     | offices, and assumed their 'places as citizens at | Positions.    |
| 170 | the 'close of the war. Ambitious men may ad-      | End.          |
|     | vocate the 'feigned glory achieved by stand-      | False.        |
|     | ing 'armies: but the people should remember,      | Forces.       |
|     | that as the soldier's 'profession is advanced,    | Calling.      |
|     | their own 'calling is degraded. Make war the      | Business.     |
| 175 | most 'honorable of all callings, and every        | Respected.    |
|     | one must 'bow to the nod of military despot-      | Reverence.    |
|     | ism. Wherever the largest standing 'armies        | Hosts.        |
|     | have 'been found, there also has existed the      | Had sway.     |
|     | most oppressive and 'absolute despotism.          | Uncontrolled  |

a trial by jury and a trial by court-martial? 32. Where is trial by jury prohibited? 33. Who were the illustrious generals of the revolution? (§ 12.) 34. Did the revolutionary generals resort to war as a profession? 35. In what light may the whole revolutionary army be regarded? 36. What was the most oppressive mental and tool of the king of Great Britain? 37. What effect has the exaltation of the soldier's profession upon the pursuits and calling of citizens? 38. Who must support soldiers? (§ 13.) 39. What are insuperable barriers to

|     |                                                                                                                                                                                                                                          |              |
|-----|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------|
| 180 | (§ 13.) The 'great body of the people, the militia of a nation, presents 'insuperable barriers to the usurpation of power by 'artful and ambitious men; citizens and not 'standing armies, are the 'bulwarks of freedom.                 | Large.       |
|     |                                                                                                                                                                                                                                          | Invincible.  |
|     |                                                                                                                                                                                                                                          | Cunning.     |
|     |                                                                                                                                                                                                                                          | Established. |
|     |                                                                                                                                                                                                                                          | Supporters.  |
| 185 | Let then all 'knowledge and power be universally 'disseminated among the people, and all 'foes to liberty, whether domestic or foreign, will flee like " 'chaff before the wind." The 'political condition of the world is such,         | Attainment.  |
|     |                                                                                                                                                                                                                                          | Spread.      |
|     |                                                                                                                                                                                                                                          | Enemies.     |
|     |                                                                                                                                                                                                                                          | Dust.        |
|     |                                                                                                                                                                                                                                          | National.    |
| 190 | that the friends of human 'improvement should be constantly on the 'alert: if the history of the past is 'an <i>index</i> for the future, it 'admonishes the people of this country to                                                   | Advancement. |
|     |                                                                                                                                                                                                                                          | Look-out.    |
|     |                                                                                                                                                                                                                                          | A director.  |
|     |                                                                                                                                                                                                                                          | Counsels.    |
|     |                                                                                                                                                                                                                                          | Favor.       |
| 195 | duces 'an <i>inequality</i> of its citizens; it shows that arms, followed as a 'profession, have inevitably produced either the most 'abject slaves and absolute despotism, or a 'dissolute and disorderly soldiery, the utmost 'anarchy | A disparity. |
|     |                                                                                                                                                                                                                                          | Vocation.    |
|     |                                                                                                                                                                                                                                          | Despicable.  |
|     |                                                                                                                                                                                                                                          | Depraved.    |
|     |                                                                                                                                                                                                                                          | Confusion.   |
| 200 | and 'misery—both of which, though in opposite extremes, are alike 'ruinous to republics. (§ 14.) Let then each and every 'citizen throughout the land, 'participate in whatever of honor or of 'disgrace there may be at-                | Unhappiness. |
|     |                                                                                                                                                                                                                                          | Fatal.       |
|     |                                                                                                                                                                                                                                          | Inhabitant.  |
|     |                                                                                                                                                                                                                                          | Share.       |
|     |                                                                                                                                                                                                                                          | Ignominy.    |
| 205 | tached to the 'profession of arms; let not the 'preposterous idea that a standing army can effectually 'protect the country, ever be                                                                                                     | Calling.     |
|     |                                                                                                                                                                                                                                          | Very absurd. |
|     |                                                                                                                                                                                                                                          | Save.        |

the usurpation of power? 40. If military science is essential, who ought to possess it? 41. Do you suppose the tendency of keeping men constantly under military subjection, of requiring them to receive and obey orders, gradually renders them fit tools for tyrants? (§ 14.)



|     |                                                    |                         |
|-----|----------------------------------------------------|-------------------------|
|     | entertained. In cases of sudden 'invasions,        | Hostile en-<br>trances. |
|     | as well as violent 'commotions, the country        | Perturba-<br>tions.     |
| 210 | must be 'shielded by the great body of the         | Protected.              |
|     | people. Let then our 'chief reliance be upon       | Individual.             |
|     | the citizen soldiery so that in 'war every citizen | Conflict.               |
|     | may be a soldier, and in 'peace every soldier      | Quietude.               |
|     | a citizen. Let not the 'military profession be     | Warlike.                |
| 215 | considered the 'requisite road to the highest      | Necessary.              |
|     | honors, but as a necessary evil, 'produced by      | Generated.              |
|     | the 'wickedness of tyrants, and the ignorance      | Unrighteous-<br>ness.   |
|     | of their subjects. The third 'amendment is—        | Addition.               |
|     | “No soldier shall in time of peace be 'quartered   | Lodged.                 |
| 220 | in any house without the 'consent of the           | Approbation.            |
|     | owner; nor in time of war, but in a 'manner        | Way.                    |
|     | to be prescribed by law.” It was a 'custom         | Usage.                  |
|     | in 'arbitrary times to lodge soldiers in the       | Despotic.               |
|     | houses of private citizens, without 'regard to     | Respect for.            |
| 225 | their interests, or to 'forms of law.              | Regulations.            |

42. Can soldiers be quartered in any house? 43. In what manner only? 44. Has it ever been done without regard to forms of law? 45. Why should not *a*, in the 222d line, be changed to *an*, when you substitute usage for custom?

### LESSON XXXIX.

|                                                 |            |
|-------------------------------------------------|------------|
| § 1.) THE fourth Article 'protects the citi-    | Secures.   |
| zens against unreasonable 'innovations and      | Changes.   |
| molestations by government 'officers. In        | Officials. |
| 'former times, any house might be searched,     | Past.      |
| 5 at the 'discretion of the officers of govern- | Option.    |
| ment, without any ground of 'accusation,        | Suspicion. |

(§ 1.) 1. What rights of the people cannot be violated? 2. Upon what conditions may warrants for search be issued? (§ 2.) 3. What

See Articles III. and IV. of the Amendments to the Constitution, pages 142 and 143.

|                                                  |                |
|--------------------------------------------------|----------------|
| and many 'innocent persons suffered from         | Guiltless.     |
| such 'illegal acts. This Article renders         | Unlawful.      |
| searches of this kind 'impossible in this        | Impracticable. |
| 10 country. (§ 2.) The 'provisions of Articles   | Stipulations.  |
| five and six are very 'important. They pre-      | Momentous.     |
| vent false 'accusations, by making an indict-    | Charges.       |
| ment necessary before the 'accused can be        | Charged.       |
| put upon his 'defence. They protect him          | Justification. |
| 15 from unnecessary 'oppression, before his      | Severity.      |
| guilt shall be 'established: he cannot be har-   | Confirmed.     |
| assed by more than one 'trial, and cannot        | Ordeal.        |
| be 'compelled to self-accusation; his life,      | Forced.        |
| liberty, and property are all 'protected by      | Guarded.       |
| 20 law, unless he shall have 'forfeited them by  | Lost.          |
| crime; and his trial must be 'speedy and         | Expeditious.   |
| public, that he may be promptly 'acquitted,      | Exonerated.    |
| if innocent. (§ 3.) They also 'afford the ac-    | Give.          |
| cused every reasonable advantage for 'de-        | Vindication.   |
| 25 fence: he is to be informed of the 'nature of | Character.     |
| the 'accusation against him, that he may pre-    | Charge.        |
| pare his defence and 'refute the allegation; he  | Rebut.         |
| is to be confronted with the 'witnesses against  | Deponents.     |
| him, that he may 'question them; he is to have   | Interrogate.   |
| 30 'process to compel the attendance of wit-     | Proceedings.   |
| nesses in his favor; and he may have 'coun-      | Lawyers.       |
| sel to assist him in his defence. In 'arbitrary  | Despotic.      |
| governments, many, and 'frequently all of        | Often.         |
| these privileges are 'denied.                    | Refused.       |

is necessary before a person can be brought to trial for an infamous crime? 4. In what other respects is the accused protected from inconvenience, injury, and oppression? 5. How are false accusations prevented? 6. Why should a trial be speedy? (§ 3.) 7. Why must the accused be informed of the accusations against him? 8. Why

See Articles V and VI of the Amendments to the Constitution, page 143.

|    |                                                                                                                                                                                                                                    |                  |
|----|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------|
| 35 | (§ 4.) The seventh Article has 'reference to the 'extension of the right of trial by jury to civil as well as criminal cases. This 're-lates only to the 'courts of the United States. This Article 'also prescribes the manner in | Allusion.        |
| 40 | which the Supreme Court shall 're-examine the facts in a 'cause tried by a jury. The eighth Article is—"Excessive 'bail shall not be required; nor excessive fines 'imposed; nor cruel and unusual punishments 'inflicted."        | Application.     |
| 45 | Cruel and 'atrocious punishments, which might be inflicted from 'malice, or to gratify a feeling of 'revenge, are thus prevented. The history of past 'ages affords numerous examples of the 'disgraceful and tyrannical           | Pertains.        |
| 50 | exercise of what is here 'prohibited. (§ 5.) The ninth Article is—"The 'enumeration in the Constitution of certain 'rights shall not be construed to deny or 'disparage others 'retained by the People." The tenth Article         | Judiciary.       |
| 55 | is—"The powers not 'delegated to the United States by the Constitution, nor 'prohibited by it to the States, are 'reserved to the States 'respectively, or to the People." These two Articles speak for themselves. It is 'evident | Likewise.        |
| 60 | that the powers not 'delegated to the United States must 'belong to the States, except such as are prohibited to them or to the 'people.                                                                                           | Review.          |
|    |                                                                                                                                                                                                                                    | Case.            |
|    |                                                                                                                                                                                                                                    | Security.        |
|    |                                                                                                                                                                                                                                    | Exactd.          |
|    |                                                                                                                                                                                                                                    | Executed.        |
|    |                                                                                                                                                                                                                                    | Wicked.          |
|    |                                                                                                                                                                                                                                    | Malignity.       |
|    |                                                                                                                                                                                                                                    | Vindictive-ness. |
|    |                                                                                                                                                                                                                                    | Times.           |
|    |                                                                                                                                                                                                                                    | Unworthy.        |
|    |                                                                                                                                                                                                                                    | Debarred.        |
|    |                                                                                                                                                                                                                                    | Specification    |
|    |                                                                                                                                                                                                                                    | Privileges.      |
|    |                                                                                                                                                                                                                                    | Undervalue.      |
|    |                                                                                                                                                                                                                                    | Kept.            |
|    |                                                                                                                                                                                                                                    | Given.           |
|    |                                                                                                                                                                                                                                    | Forbidden.       |
|    |                                                                                                                                                                                                                                    | Secured.         |
|    |                                                                                                                                                                                                                                    | Individually.    |
|    |                                                                                                                                                                                                                                    | Clear.           |
|    |                                                                                                                                                                                                                                    | Intrusted.       |
|    |                                                                                                                                                                                                                                    | Appertain.       |
|    |                                                                                                                                                                                                                                    | Citizens.        |

confronted with the witnesses against him? 9. Are any of these pri-  
 vileges ever denied to persons accused? (§ 4.) 10. To what civil  
 cases is the right of trial by jury extended? 11. What is prevented  
 by the prohibition of excessive bail and fines, and cruel punishments?  
 (§ 5.) 12. What powers are reserved to the states respectively, or to

See Articles VII., VIII., IX., and X., of the Amendments to the Constitution, pages 144 and 145.



|                                                                                                      |                                                |
|------------------------------------------------------------------------------------------------------|------------------------------------------------|
| <p>(§ 6.) The eleventh Article is—"The 'judicial 'power of the United States shall not</p>           | <p>Law admin-<br/>istering.<br/>Authority.</p> |
| <p>65 be 'construed to extend to any suit in law or equity, 'commenced or prosecuted against</p>     | <p>Interpreted.<br/>Begun.</p>                 |
| <p>one of the States by 'citizens of another State, or by citizens or subjects of any 'fo-</p>       | <p>Denizens.<br/>Distant.</p>                  |
| <p>reign State." This is 'merely an additional</p>                                                   | <p>Only.<br/>Notation.</p>                     |
| <p>70 'specification of the prohibitions upon the 'Supreme Court, the powers of which have</p>       | <p>Highest.<br/>Examined.</p>                  |
| <p>been 'considered, in treating of Article III. of the Constitution.* (§ 7.) This 'amend-</p>       | <p>Alteration.<br/>Commencing</p>              |
| <p>75 the states, and does not 'exclude the Supreme 'Court from trying cases brought by appeal</p>   | <p>Prevent.<br/>Tribunal.</p>                  |
| <p>or writ of error from any of the state 'tribunals. A <i>writ of error</i> is a 'writ founded</p>  | <p>Courts.<br/>Legal instru-<br/>ment.</p>     |
| <p>on an alleged error in 'judgment, which car-</p>                                                  | <p>Decision.<br/>Higher.</p>                   |
| <p>80 ries the suit to some 'superior tribunal, and 'authorizes the judges to examine the record</p> | <p>Eupowers.<br/>Sentence.</p>                 |
| <p>on which 'judgment has been given in the inferior court, and to 'reverse or affirm the</p>        | <p>Annul.<br/>Judgment.</p>                    |
| <p>'same.</p>                                                                                        | <p>Clause.<br/>Placed.</p>                     |
| <p>85 (§ 8.) The twelfth and last 'Article of the Amendments has been 'inserted in the body</p>      | <p>Nevertheless<br/>Remarked.</p>              |
| <p>of the Constitution.† It may, 'however, be here 'observed, that each and every Article</p>        | <p>Improvements.<br/>Obligatory.</p>           |
| <p>of the 'Amendments of the Constitution is</p>                                                     |                                                |
| <p>90 equally as 'binding as the original Constitu-</p>                                              |                                                |

the people? (§ 6.) 13. To what suits cannot the judicial power of the United States be extended? (§ 7.) 14. Does the eleventh amendment prohibit the Supreme Court from trying causes that may commence in the state courts? 15. What is a *writ of error*? (§ 8.) 16.

\* See page 381

† See pages 131, 189, and 190.

See Articles XI. and XII. of the Amendments to the Constitution, page 145

|     |                                                |               |
|-----|------------------------------------------------|---------------|
|     | tion, and 'justly considered part and parcel   | Rightly.      |
|     | of that 'document. The twelfth Amendment       | Instrument.   |
|     | is the only one that 'alters, in any way, the  | Changes.      |
|     | original Constitution. It was 'proposed in     | Propounded.   |
| 95  | 1803, 'on account of the presidential contest  | By reason.    |
|     | of Aaron Burr and 'Thos. Jefferson. On the     | Thomas.       |
|     | the return of the electoral 'vote, in 1801, it | Suffrage.     |
|     | was 'found that each had seventy-three votes.  | Ascertained.  |
|     | (§ 9.) The House of Representatives 'pro-      | Commenced.    |
| 100 | ceeded, on the 11th of 'February, 1801, in     | 2d month.     |
|     | the manner 'prescribed by the Constitution,    | Ordained.     |
|     | to elect a President of the 'U. S., and con-   | United States |
|     | tinued to 'ballot during the business hours of | Vote.         |
|     | each day, till the 17th of 'Feb. 1801, when    | February.     |
| 105 | Thomas Jefferson was 'elected, on the thirty-  | Chosen.       |
|     | sixth ballot, 'Chief-Magistrate of the Union.  | President.    |
|     | This amendment is, 'therefore, important,      | Consequently. |
|     | inasmuch as it requires the electors 'ex-      | Particularly. |
|     | pressly to designate the 'candidates for Pre-  | Nominees.     |
| 110 | sident and Vice-President; 'by that means      | Thereby.      |
|     | saving the nation from 'useless expense, and   | Needless.     |
|     | the animosity of party 'rancor.                | Virulence.    |
|     | (§ 10.) The Constitution has been in 'ope-     | Use.          |
|     | ration 'for fifty-nine years. In peace and in  | During.       |
| 115 | war it has proved itself the 'guardian of the  | Protector.    |
|     | republic. In its 'infancy it was assailed with | Origin.       |
|     | unparalleled 'vehemence: it was then a         | Violence.     |
|     | matter of 'theory, if the Constitution could   | Conjecture.   |

Why was Article XII. of the Amendments inserted in the body of the Constitution? 17 What is peculiar of the twelfth amendment? (§ 9.) 18. Give an account of the presidential contest in 1801. 19. Why is the twelfth amendment important? (§ 10.) 20. How long has the Constitution been in force? 21. What has been the result of its operation? 22.

|                                                                                                                                                                                                                                             |                                                                               |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------|
| <p>'bestow upon the country union, and its natural consequences, 'prosperity and power.</p>                                                                                                                                                 | <p>Give to.<br/>Success.</p>                                                  |
| <p>Experience, the infallible 'test of all human theories, has demonstrated the 'wisdom of its arrangements, and the 'unequalled blessings of its 'operation. Those who hereafter</p>                                                       | <p>Proof.<br/>Sageness.<br/>Unrivalled.<br/>Action.</p>                       |
| <p>125 attempt to 'weaken its bonds, must do so against the 'weight of its own transcendent 'example to bless mankind, and the light of all past 'experience; and nothing but the mental 'darkness of the people could ever</p>             | <p>Enfeeble.<br/>Power.<br/>Precedent.<br/>Trial.<br/>Blindness</p>           |
| <p>130 give a chance of success to the 'schemes of those 'unworthy Americans who would wish to destroy this glorious 'confederacy. (§ 11.) Every friend of 'liberty throughout the world has felt a new 'impulse to duty by</p>             | <p>Intrigues<br/>Base.<br/>Union.<br/>Freedom.<br/>Motive.</p>                |
| <p>135 the unparalleled 'prosperity and happiness 'conferred by the American Constitution: it has proved the mightiest 'rampart against those 'dreaded evils which its early but often patriotic 'opponents feared it might foster; its</p> | <p>Success.<br/>Bestowed.<br/>Fortification.<br/>Feared.<br/>Adversaries.</p> |
| <p>140 fruits have surpassed the 'expectations of the most 'sanguine of its framers. Let then every 'honest person reflect upon the dangerous doctrines of dissensions and 'disunion. Every one should 'remember that our bond of union</p> | <p>Hopes.<br/>Confident.<br/>Sincere.<br/>Separation.<br/>Recollect.</p>      |
| <p>145 once 'broken, we have thirty distinct but</p>                                                                                                                                                                                        | <p>Severed.</p>                                                               |

Why was the Constitution opposed in its infancy? 23. What is the infallible test of all human theories? (§ 11.) 24. What effect has the success of the American Constitution had on the friends of liberty throughout the world? 25. What are its results upon the evils it was supposed it might foster? 26. Is there any danger in disseminating doctrines of dissension and disunion? 27. What would result from the destruction of the Constitution? 28. If the Union were destroyed,



|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                            |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>'feeble nations, where now exist the most prosperous people of the world. 'Questions that are now debated and reasonably 'decided in the 'Halls of Congress, would then<br/> 150 be 'decided by brute force in the field of 'battle.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | <p>He pless.<br/> Subjects.<br/> Determined.<br/> Houses.<br/> Settled.<br/> Strife.</p>                                                                                                                                                                                                                                                                   |
| <p>(§ 12.) Let 'disunion once take place, and who can tell where the 'line of division will 'end? Who could tell the number of unprin-<br/> 155 cipated politicians and military 'adventurers that would spring up; the 'enormous taxes that would be 'exactd of the people to support armies for mutual 'aggression; the military despotism and the consequent 'misery that<br/> 160 would 'inevitably follow? (§ 13.) But how can the Constitution be 'maintained, unless it is made known to the 'people, and how can it be made known if not 'taught in our schools? Unless the youth of our 'land<br/> 165 learn to 'appreciate the security it gives to property, 'liberty, equal laws, and even life, and 'realize the truth that measures injurious to one section of our country must 'eventually injure all; 'divided, we must surely fall: that<br/> 170 united our country will not only 'stand, but take the 'lead of all others in the improvement of the 'social condition of man, and 'attain a degree of renown unequalled in the 'annals of the world. (§ 14.) For nearly</p> | <p>Seperation.<br/> Mark.<br/> Terminate.<br/> Desperadoes.<br/> Heavy.<br/> Required.<br/> Annoyances.<br/> Wretchedness.<br/> Certainly.<br/> Supported.<br/> Community.<br/> Inculcated.<br/> Country.<br/> Value.<br/> Freedom.<br/> Comprehend.<br/> Finally.<br/> Severed.<br/> Exist.<br/> Advance.<br/> Domestic.<br/> Reach.<br/> Chronicles.</p> |

how would questions of sectional moment be then decided? (§ 12.) 29. Would the Union, once divided, continue without numerous subdivisions and distractions? (§ 13.) 30. What is the only effectual way to support the Constitution? 31. In what consists the strength of our country? 32. To what desirable position does the Constitution lead

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| 175 | ' <i>six thousand</i> years has the world been created, yet during that 'time liberty has heretofore been 'pent up in narrow territories, and never before had 'dominion on such a 'magnificent scale as is now exhibited in          | 6000.<br>Period.<br>Shut.<br>Predominance.<br>Grand.                 |
| 180 | America ; never before have 'knowledge and equal laws been 'extended to the million, and the highest 'offices of honor, of profit, and of 'usefulness, been given alike to the rich and the 'poor ; never before have the mightiest   | Information.<br>Offered.<br>Places.<br>Utility.<br>Indigent.         |
| 185 | men of a nation, the brightest 'names in the 'curriculum of fame, risen to immortal renown from 'obscurity, solely on the ground of 'merit.                                                                                           | Appellations.<br>Cycle.<br>Retirement.<br>Ability.                   |
|     | (§ 15.) The 'Constitution may justly be                                                                                                                                                                                               | Palladium.                                                           |
| 190 | 'regarded as the promoter of universal knowledge and 'equality among men, the patron of 'letters, the fountain of justice and of 'order in human society ; it is the strong bulwark of American 'freedom. It is a mag-                | Looked upon<br>Equal rights.<br>Literature.<br>System.               |
| 195 | nificent 'structure, reared with unequalled 'wisdom by the purest patriots, and the most successful 'benefactors of the human race : its 'pillars are now the virtue and intelligence of the people ; its 'keystone is <i>union</i> . | Liberty.<br>Edifice.<br>Sagacity.<br>Friends.                        |
| 200 | Vice, immorality, and corruption may 'undermine the one ; faction, 'sectional jealousies, and strife, may 'corrode and destroy the other. Let it be the 'care of every Ameri-                                                         | Supports.<br>Fastening.<br>Sap.<br>Local.<br>Consume.<br>Solicitude. |

our country ? (§ 14.) 33. How long has the world continued under despotic rule ? 34. What country set the example of freedom to all others ? 35. Are poor men promoted to office under the Constitution ? 36. For what reason ? (§ 15.) 37. How may the Constitution be re-

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|     | can to 'comprehend the vastness of its bless-             | Understand.              |
| 205 | ings, and to 'guard it from all possible <sup>2</sup> en- | Protect.                 |
|     | croachments.                                              | <sup>2</sup> Intrusions. |
|     | (§ 16.) The 'legacy of the Father of his                  | Farewell Ad-             |
|     | country sets forth alike the 'importance and              | dress.                   |
|     | the 'paramount claims of the Constitution.                | Necessity                |
| 210 | Those who 'revere the sage counsels of him,               | Highest.                 |
|     | whose fame is 'co-extensive with the history              | Reverence.               |
|     | of America, will 'coincide in the opinion, that           | Co-existent.             |
|     | the Constitution should be 'studied in all the            | Agree.                   |
|     | 'schools. "It is of infinite moment that you              | Learned.                 |
| 215 | should 'properly estimate the immense value               | Seminaries.              |
|     | of your national union to your 'collective and            | Adequately.              |
|     | individual 'happiness; that you should cherish            | Combined.                |
|     | a 'cordial, habitual, and immovable attach-               | Felicity.                |
|     | ment to it; 'accustoming yourselves to think              | Heartfelt.               |
| 220 | and speak of it as of the 'palladium of your              | Habituating.             |
|     | 'political safety and prosperity; watching for            | Shield.                  |
|     | its preservation with jealous 'anxiety; dis-              | National.                |
|     | countenancing whatever may 'suggest even                  | Solicitude.              |
|     | a 'suspicion that it can, in any event, be                | Hint.                    |
| 225 | abandoned; and indignantly frowning 'upon                 | Doubt.                   |
|     | the first 'dawning of every attempt to alienate           | On.                      |
|     | any 'portion of our country from the rest, or             | Appearance.              |
|     | to 'enfeeble the sacred ties which now link               | Part.                    |
|     | together the 'various parts.'"*                           | Weaken.                  |
|     |                                                           | Different.               |

garded? 38. What should be the care of every American? (§ 16.)  
 39. What should be properly estimated? 40. Should all understand  
 the Constitution? 41. Is it written so that all can understand it?  
 42. Should each pupil in every school in the country understand it?  
 43. Should every citizen study it? 44. How should all speak of  
 it? 45. Would it be reasonable or safe to require persons to speak  
 in a favorable manner of a document which they had never read?

\* The entire Farewell Address is inserted in the "*Citizen's Manual*, by Joseph Bartlett Burleigh."



|                                                                                                                                                                                        |                                                     |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------|
| (§ 17.) Great were the hearts, and 'strong the minds,<br>Of those who 'framed, in high debate,<br>The 'immortal league of love that binds<br>Our fair 'broad empire, state with state. | Stout.<br>Made.<br>Eternal.<br>Wide.                |
| 235 And deep the 'gladness of the hour,<br>When, as the 'auspicious task was done,<br>In 'solemn trust, the sword of power<br>Was given to GLORY'S 'UNSPOILED SON.                     | Pleasure.<br>Prosperous.<br>Awful.<br>Unstained.    |
| 240 That 'noble race is gone; the suns<br>Of sixty years have 'risen and set;<br>But the bright 'links those chosen ones<br>So strongly 'forged, are brighter yet.                     | Worthy.<br>Soared.<br>Rings.<br>Formed.             |
| Wide—as 'our own free race increase—<br>Wide shall extend the 'elastic chain,<br>And bind, in 'everlasting peace,<br>245 State after state, a 'mighty train.—BRYANT.                   | Americans.<br>Stretching.<br>Everduring.<br>Potent. |

(§ 17.) 46. What were great? 47. What strong? 48. What was framed? 49. What was given? 50. To whom? 51. What is gone? 52. What are brighter yet? 53. What shall extend wide? 54. Should all endeavor to imitate the virtues of Washington, who endeavored never to tell a falsehood, violate an obligation, or be guilty of any other dishonorable act? 55. If we strive to attain the highest pinnacle, shall we be happier, and accomplish more good than we should otherwise? 56. Who do you suppose the happiest in this life, the wicked or the good?

## LESSON XL.

### THE DUTIES AND RESPONSIBILITIES OF VOTERS.\*

|                                                                                                                                                                                                                                 |                                                                                       |
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| (§ 1.) THE impressions and 'prejudices<br>imbibed in infancy—the 'infancy of a person<br>or of a nation—and 'perpetuated in the use<br>of 'terms and phrases which should vary<br>5 with changing circumstances, are, 'perhaps, | Prepos-<br>sions.<br>Early exist-<br>ence.<br>Continued.<br>Expressions.<br>Probably. |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|

(§ 1.) 1. What can you say of impressions imbibed in early life?

\* This subject is not deemed irrelevant to the education of females, inasmuch as they are naturally the first trainers of children, and should possess all information in reference to our social and political institutions.

|                                                          |               |
|----------------------------------------------------------|---------------|
| in no instance more 'indelibly and injuriously           | Permanently   |
| fixed, than those relating to our 'social, poli-         | Domestic.     |
| tical, and 'national associations. Thus, the             | Public.       |
| phrases and the impressions 'incident to them,           | Appertaining  |
| 10 "right of suffrage," which 'implies the grant         | Means.        |
| by the 'ruling power to the subject to exer-             | Governing.    |
| cise the elective 'franchise, and "govern-               | Privilege.    |
| ment," as applied to a 'detached body of                 | Separate.     |
| men in power, are both rendered 'obsolete                | Antiquated.   |
| 15 by the ' <i>peculiar character</i> of our republican  | Genius.       |
| institutions, and by the 'declaration that "all          | Assertion.    |
| men are 'created free and equal;" hence                  | Made.         |
| society, as 'regards its organization and go-            | Relates to.   |
| vernment, is resolved into its 'original ele-            | Primary.      |
| 20 ments; and man votes, and elects 'legislators         | Law-makers.   |
| and rulers, as a right, not as a 'privilege;             | Favor.        |
| government 'exists for man, not man for                  | Endures.      |
| government. (§ 2.) As then all men are 'po-              | Nationally.   |
| litically free and equal, the only 'operation            | Thing.        |
| 25 necessary to 'constitute civil society is their       | Form.         |
| association for social enjoyment, the 'protec-           | Defence.      |
| tion of the 'weak against the strong, the                | Feeble.       |
| 'ignorant against the shrewd, the destitute              | Illiterate.   |
| against the wealthy, ' <i>and so forth</i> ; and in this | &c.           |
| 30 'compact each has equal liberty to partici-           | Agreement.    |
| pate and 'express his will. The united will              | Declare.      |
| of every member 'constitutes the govern-                 | Makes.        |
| ment of a republican 'community.                         | People.       |
| (§ 3.) A 'republican government then, is                 | Free.         |
| 35 nothing more nor less than ' <i>a contract</i> formed | An agreement. |

2. Do people derive the right to vote from their rulers? 3. For what does government exist? (§ 2.) 4. What are some of the advantages of society? (§ 3.) 5. What is a republican government? 6. What is

by the people for 'mutual protection, defence, and security of their 'inalienable rights. Hence the duty of every freeman is 'plain; his own interest and the 'interest of those  
 40 dear to his heart, his family and his 'successors, require him to meet the 'assembled 'community and express his wish respecting measures 'proposed for the general 'weal, which will be found ultimately to  
 45 'subserve his own self-interest. (§ 4.) But how, and where, shall a 'modest, humble individual, meet the 'assembled community, 'composing this great nation, to express his 'opinion fearlessly and efficiently? At the  
 50 'polls. His diffidence is there at once relieved by the 'consciousness of his rights and the use of the 'ballot; and his vote, thus cast, may 'counterpoise that of the millionaire over his 'coffers, the judge on the bench, or  
 55 the 'general in command.

(§ 5.) Except in very small 'communities, the direct 'agitation of the question under debate, cannot conveniently and 'simultaneously be discussed and decided by the 'united  
 60 will of the nation. This 'circumstance gives rise to a representative republican 'government, in which the voter 'delegates to his representative the privilege of 'carrying his 'opinions to the legislature, and presenting

Reciprocal.  
 Untransferable.  
 Obvious.  
 Welfare.  
 Followers.  
 Collected.  
 Citizens.  
 Suggested.  
 Prosperity.  
 Promote.  
 Diffident.  
 Gathered.  
 Forming.  
 Conviction.  
 Place of election.  
 Knowledge  
 Vote.  
 Counterbalance.  
 Treasures.  
 High officers.  
 Societies.  
 Discussion.  
 At the same time.  
 Combined.  
 Incident.  
 Polity.  
 Grants.  
 Conveying.  
 Views.

the duty of every freeman? (§ 4.) 7. How do voters express their opinions? 8. Is there any difference between the vote of the man that cannot read and that of the most learned man in the country? (§ 5.) 9. What gives rise to a representative government? (§ 6.) 10.



|    |                                                   |                           |
|----|---------------------------------------------------|---------------------------|
| 65 | them for him. (§ 6.) But let the 'voter bear      | Balloter.                 |
|    | constantly in 'mind, that the ballot here cast,   | Memory.                   |
|    | is his 'immediate opinion, expressed on the       | Direct.                   |
|    | matter at issue, and such 'collateral points      | Indirect.                 |
|    | as are 'connected with it, to be immediately      | United.                   |
| 70 | decided in the 'legislature by his agent; and     | Law making<br>department. |
|    | no one should be so 'thoughtless as to con-       | Unreflecting.             |
|    | sider the "election" merely an 'opportunity       | Occasion.                 |
|    | of expressing his 'partiality for a favorite      | Favor.                    |
|    | aspirant, who has 'elicited admiration by a       | Called forth.             |
| 75 | 'facetious "stump speech," or for the gratifi-    | Witty.                    |
|    | cation of 'personal feelings; the candid citi-    | Individual.               |
|    | zen will 'discard all unworthy motives; he        | Renounce.                 |
|    | will look with pureness of heart and 'sin-        | Honesty.                  |
|    | cerity of purpose, to the future 'effects of      | Results.                  |
| 80 | the 'choice of officers. (§ 7.) He will neither   | Election.                 |
|    | be the 'tool of party, nor allow personal         | Instrument.               |
|    | 'enmity or prejudice to sway his vote. He         | Pique.                    |
|    | will 'participate with a pure patriotism of       | Share.                    |
|    | other ages in the self 'sacrifice of individual   | Immolation.               |
| 85 | or party preferences, for the most 'merito-       | Worthy.                   |
|    | rious and the ablest officers, and, 'governed     | Directed.                 |
|    | by good common sense, and patriot 'reflec-        | Meditation.               |
|    | tion, will select a faithful, 'efficient, and     | Competent.                |
|    | trusty 'agent, to convey and execute his will     | Deputy.                   |
| 90 | on 'subjects connected with his interest, the     | Themes.                   |
|    | interest of the nation, the well-being of 'Chris- | Religion.                 |
|    | tianity and of the 'world.                        | Earth.                    |
|    | (§ 8.) Thus, as so much 'importance is            | Value.                    |
|    | attached to the 'elective franchise, it appears   | Voting pre-<br>rogative.  |

What should every voter bear in mind? 11. To what will every patriotic voter look? (§ 7.) 12. What should not sway the opinion of the voter? 13. What will govern every intelligent voter? (§ 8.) 14.

|     |                                                                                                                                                                                                                                                  |                |
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| 95  | that the 'duty of a voter is one of great privilege to the freeman ; but its 'importance to the nation rests on the honesty, the 'candor, and 'intelligence of its several members ; hence the 'propriety and necessity of the ex-               | Business.      |
|     |                                                                                                                                                                                                                                                  | Consequence    |
|     |                                                                                                                                                                                                                                                  | Sincerity.     |
|     |                                                                                                                                                                                                                                                  | Enlightenment. |
|     |                                                                                                                                                                                                                                                  | Suitableness.  |
| 100 | ertions to 'disseminate, with other general 'topics of education, a knowledge of the principles of the government, and to 'inculcate morality and 'religion — the pillars on which rest the freedom, the 'permanency,                            | Benevolent.    |
|     |                                                                                                                                                                                                                                                  | Branches.      |
|     |                                                                                                                                                                                                                                                  | Infuse.        |
|     |                                                                                                                                                                                                                                                  | Christianity.  |
|     |                                                                                                                                                                                                                                                  | Duration.      |
| 105 | and the entire value of our 'republican institutions. (§ 9.) Every 'voter is bound by self-interest, independent of the 'unerring commands of the scriptures, to 'support such measures as will 'contribute most to amelio-                      | Liberal.       |
|     |                                                                                                                                                                                                                                                  | Balloter.      |
|     |                                                                                                                                                                                                                                                  | Undeviating.   |
|     |                                                                                                                                                                                                                                                  | Maintain.      |
|     |                                                                                                                                                                                                                                                  | Aid.           |
| 110 | rate the sufferings and 'distresses of society, to the general 'prosperity of his country, and, above all, to the 'perpetuity of its institutions. In the 'course of time, additions to and alterations of the Constitution must 'necessarily be | Adversities.   |
|     |                                                                                                                                                                                                                                                  | Weal.          |
|     |                                                                                                                                                                                                                                                  | Duration.      |
|     |                                                                                                                                                                                                                                                  | Progress.      |
|     |                                                                                                                                                                                                                                                  | Of course.     |
| 115 | proposed for the 'consideration of the people, and even its very existence is 'committed to them ; hence the imperative 'injunction is placed upon all, to 'understand that document, which has conferred so many 'blessings upon                | Deliberation.  |
|     |                                                                                                                                                                                                                                                  | Entrusted.     |
|     |                                                                                                                                                                                                                                                  | Command.       |
|     |                                                                                                                                                                                                                                                  | Comprehend.    |
|     |                                                                                                                                                                                                                                                  | Benefits.      |
| 120 | mankind ; and, <i>inasmuch as</i> there are in our country about a million of 'adult white persons that cannot read, it is 'deemed important here to state 'briefly the necessity and                                                            | Seeing that.   |
|     |                                                                                                                                                                                                                                                  | Full-grown.    |
|     |                                                                                                                                                                                                                                                  | Thought.       |
|     |                                                                                                                                                                                                                                                  | Succinctly.    |

In what way does the elective franchise benefit the nation ? 15. What are the pillars on which the permanency of republican institutions rest ? (§ 9.) 16. What is every voter bound to do ? 17. What must be proposed in the course of time ? 18. Can persons unable to read be considered safe guardians of liberty ? 19. Who direct the

|     |                                                                                                                                                                                                                                            |                                                                 |
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|     | claims of sound instruction, to 'allude to the                                                                                                                                                                                             | Hint.                                                           |
| 125 | duty of all to support 'measures for the general 'diffusion of knowledge, and especially of those who 'direct through the ballot-box the 'destiny of the nation.                                                                           | Means.<br>Dissemination.<br>Guide.<br>Fate.                     |
|     | (§ 10.) If a citizen neglects to 'vote, he                                                                                                                                                                                                 | Ballot.                                                         |
| 130 | 'relinquishes one of his most valuable privileges, and neglects an important 'duty. The 'boast of our republic is, its representative 'feature, and to carry out its plan, all ought to be represented. All 'ought to vote, for if         | Gives up.<br>Obligation.<br>Glory.<br>Character.<br>Should.     |
| 135 | they do not, the 'object of government fails, the 'people are not wholly, but only in part, represented. Every good citizen who 'stays away from the polls, may be justly said to 'frustrate the plan of our institutions; and in 'case of | Design.<br>Inhabitants.<br>Keeps.<br>Baffle.<br>The event.      |
| 140 | bad officers being elected, to 'tacitly support their election and its 'consequences. (§ 11.) In voting, a 'man is acting both for himself and his country, and is under 'obligation to use the utmost 'discrimination and sound           | Silently<br>Results<br>Citizen.<br>Responsibility.<br>Judgment. |
| 145 | sense in the 'selection of public officers, and conduct himself on all 'occasions with coolness, 'candor, and kindness. There should never 'be any angry words, or imputations of bad 'motives. The display of ungovern-                   | Designation.<br>Instances.<br>Ingenuousness.<br>Exist.          |
| 150 | able temper, or of rude and 'ungentlemanly conduct, is 'beneath the dignity of freemen,                                                                                                                                                    | Designs.<br>Vulgar.<br>Below.                                   |

destiny of the political affairs of the nation? (§ 10.) 20. What does the man relinquish who neglects to vote? 21. Why should all vote in a republican government? (§ 11.) 22. Under what obligation is every man who votes? 23. What should never exist? 24. Do the best of men ever make mistakes? 25. Do instances occur in which men think profound statesmen wrong—in which, if they possessed



|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                      |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>and totally 'unworthy of a citizen of the American 'republic. The best of men may sometimes 'think they are right, and yet be in the<br/> 155 wrong; and men often think 'profound statesmen in the wrong, when, if they 'enjoyed their advantages, they would 'know that they were in the 'right.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | <p>Undeserving.<br/>Commonwealth.<br/>Believe.<br/>Learned.<br/>Possessed.<br/>Understand.<br/>True way.</p>                                                                                                                                                                                                                         |
| <p>(§ 12.) In making political 'statements, it<br/> 160 is 'incumbent on those who advance them to use much 'caution and inquiry in reference to their 'validity; it is by fair and honorable 'discussion that the cause of human liberty is 'advanced; and the greatest folly any party<br/> 165 or people can commit, is to 'cheat, 'dupe, and deceive each other; all honorable men will 'endeavor to support the cause of truth and justice. As 'treason is the worst crime known in civil society, so should political 'deceivers be 'ranked among the most heinous<br/> 170 falsifiers of truth, and be '<i>dismissed from the society of</i> all 'honorable and respectable men. (§ 13.) Experience 'proves, that the more the human race are 'accustomed to reason and reflect upon their 'duties, the more pure<br/> 175 and 'holy they become. A community that has for a 'series of centuries been oppressed by taxation, and made the 'cringing slaves of 'despotism, are prone to run into the extremes<br/> 180 of vice and folly when their 'shackles are</p> | <p>Assertions.<br/>Obligatory.<br/>Discretion.<br/>Soundness.<br/>Argument.<br/>Promoted.<br/>Defraud.<br/>Impose upon.<br/>Aim.<br/>Rebellion.<br/>Liars.<br/>Classed.<br/>Discarded by<br/>Magnanimous.<br/>Demonstrates.<br/>Habituated.<br/>Obligations.<br/>More sacred.<br/>Course.<br/>Bowling.<br/>Tyranny.<br/>Fetters.</p> |

proper information, they would find that they were right? (§ 12.) 26. What is the result of fair and honorable discussion? 27. How should political deceivers be regarded? (§ 13.) 28. What does experience prove? 29. In what way can you answer the objection that man is

|                                                  |                      |
|--------------------------------------------------|----------------------|
| removed, and are sometimes 'led to believe       | Induced.             |
| that " 'kings rule by divine right," and that    | Monarchs.            |
| man is not 'capable of self-government; with-    | Qualified for.       |
| out ever 'reflecting on the absurdity, that if   | Pondering.           |
| 185 men, in the 'aggregate, cannot control their | Whole.               |
| own affairs, the 'baser class of men may         | Inferior.            |
| seize the 'prerogative of heaven, and not        | Exclusive privilege. |
| only 'govern themselves, but also others; that   | Direct.              |
| the 'greater number should be oppressed with     | Majority.            |
| 190 taxes to support in sumptuousness the 'few;  | Minority.            |
| that they must have 'an imbecile race of         | A weak.              |
| kings, to force them to 'submit to law and       | Yield.               |
| to do right. (§ 14.) The fact is, that 'in       | Heretofore.          |
| times past, education has been 'denied to        | Withheld from.       |
| 195 the mass of the people; hence the most 'dis- | Unselfish.           |
| interested benefactors of 'our race,—those       | Mankind.             |
| who 'disseminated most the fundamental           | Diffused.            |
| principles of human 'equality—that the           | Right.               |
| people should be free and 'enlightened—that      | Educated.            |
| 200 'virtue and wisdom constituted the highest   | Morality.            |
| 'excellence of character—and that men should     | Worth.               |
| be 'respected according to their personal merit  | Esteemed.            |
| and the 'piety of their lives, have been sacri-  | Sanctity.            |
| ficed by the 'illiterate multitude, who were     | Ignorant.            |
| 205 'duped and made the tools of artful despots. | Deceived.            |
| (§ 15.) Recount the names of the most 're-       | Celebrated.          |
| nowned 'philosophers of antiquity, the most      | Sages.               |
| disinterested statesmen, the ablest 'orators,    | Speakers.            |
| the purest 'philanthropists, even to him "who    | Lovers of mankind.   |

incapable of self-government? (§ 14.) 30. What has heretofore been the state of education? 31. What has been the fate of those who have heretofore contributed most to human happiness? (§ 15.) 32. What are the names of the most distinguished philosophers of anti-

|     |                                                                                                                                                                                                                                                                         |                    |
|-----|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------|
| 210 | spake as never man spake," they have 'suffered the most 'excruciating pains, and death, through 'ignorance, by the hands of those whose best interests could alone be 'promoted by their existence; 'Providence will ever                                               | Endured.           |
|     |                                                                                                                                                                                                                                                                         | Tormenting.        |
|     |                                                                                                                                                                                                                                                                         | Illiteracy. †      |
|     |                                                                                                                                                                                                                                                                         | Advanced.          |
|     |                                                                                                                                                                                                                                                                         | God.               |
| 215 | render the 'inevitable hour of death happy to those who live for the 'benefit of mankind; but they brought 'untold misery and wretchedness upon themselves and their 'posterity, and their ignorance may 'justly be said to                                             | Certain.           |
|     |                                                                                                                                                                                                                                                                         | Welfare.           |
|     |                                                                                                                                                                                                                                                                         | Unrevealed.        |
|     |                                                                                                                                                                                                                                                                         | Descendants.       |
|     |                                                                                                                                                                                                                                                                         | Truly.             |
| 220 | have 'clothed the world in mourning. (§ 16.) 'Ignorance then cannot be anything but a moral crime of the darkest 'dye to those who have 'imperishable education placed within their reach, and fail to take the 'prize. The                                             | Habited.           |
|     |                                                                                                                                                                                                                                                                         | Want of knowledge. |
|     |                                                                                                                                                                                                                                                                         | Color.             |
|     |                                                                                                                                                                                                                                                                         | Enduring.          |
|     |                                                                                                                                                                                                                                                                         | Reward.            |
| 225 | history of the world, the 'infallible index of future human action, 'shows that no people can remain free who are 'illiterate: knowledge, true knowledge, is 'indispensable to secure 'permanently in families even the necessary 'riches of this world. Without it, in | Unerring.          |
|     |                                                                                                                                                                                                                                                                         | Proves.            |
|     |                                                                                                                                                                                                                                                                         | Uneducated.        |
|     |                                                                                                                                                                                                                                                                         | Requisite.         |
|     |                                                                                                                                                                                                                                                                         | Lastingly.         |
| 230 | a republic, it is 'utterly impossible for wealth to continue in, and 'contribute happiness to a family; it becomes the 'putrid carcass that invites 'unseen vultures, that seize it, and                                                                                | Wealth.            |
|     |                                                                                                                                                                                                                                                                         | Entirely.          |
|     |                                                                                                                                                                                                                                                                         | Administer.        |
|     |                                                                                                                                                                                                                                                                         | Corrupt.           |
|     |                                                                                                                                                                                                                                                                         | Unobserved.        |
| 235 | bring either poverty or 'inevitable ruin on its 'possessors.                                                                                                                                                                                                            | Unavoidable.       |
|     |                                                                                                                                                                                                                                                                         | Holders.           |

quity? 33. Name the most distinguished orators and philanthropists? 34. How, and for what did they suffer? (§ 16.) 35. Why is it a crime to be ignorant? 36. What is shown by the history of the world, on this subject? 37. Why is knowledge necessary to public and private prosperity? 38. What does wealth prove to its possessors without knowledge. 39. Do those who live for the benefit of mankind best advance the cause of Christianity?



## LESSON XLI.

|                                                                                                                                                                                                 |                                                      |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------|
| <p>(§ 1.) 'SELF-INTEREST alone, even for this world's 'enjoyment, renders moral intelligence 'indispensable; let then no one rest 'satisfied whilst, within this Union, there are</p>           | <p>Individual gain.<br/>Pleasure.<br/>Necessary.</p> |
| <p>5 hundreds of thousands who <i>'find it difficult</i> to 'discriminate between right and wrong; it is no 'enough that they know how to read and write; an 'enlightened man without prob-</p> | <p>Contented.<br/>Are puzzled.<br/>Discern.</p>      |
| <p>10 bility, may become the more 'efficient tool for mischief; but morality should be 'paramount to letters. Let the 'youthful mind be always</p>                                              | <p>Sufficient.<br/>Educated.<br/>Effectual.</p>      |
| <p>'impressed with moral examples in theory and 'practice, and so be fortified against the evil influences of after-life. (§ 2.) Let the 'in-</p>                                               | <p>Superior.<br/>Young.<br/>Stamped.</p>             |
| <p>15 structors of youth receive such 'remuneration, and such honor, that the 'profession may com-</p>                                                                                          | <p>Performance.<br/>Teachers.<br/>Compensation.</p>  |
| <p>mand the ablest 'talents of the land, and society will receive the rich 'rewards of the common harvest. 'Apathy to the vital sub-</p>                                                        | <p>Calling.<br/>Capacities.<br/>Compensations.</p>   |
| <p>20 ject of the moral 'training of the young may be fatal; no citizen, however 'wealthy, or however 'exalted, can escape the evils of surrounding and 'depraved ignorance. Let</p>            | <p>Indifference.<br/>Guidance.<br/>Opulent.</p>      |
| <p>none 'imagine themselves in conscious secu-</p>                                                                                                                                              | <p>Elevated.<br/>Corrupting.<br/>Suppose.</p>        |

(§ 1.) 1. What renders moral intelligence indispensable? 2. Can the morals of children, or the property of individuals, remain safe among ignorant and corrupt communities? 3. What may an enlightened man without morality become? 4. What examples are requisite to enforce morality? (§ 2.) 5. Who will reap the benefits of having good instructors? 6. What is necessary to have a good school besides good teachers? 7. Are any so wealthy or so exalted, that they may be shielded from surrounding ignorance? 8. Who have a

|    |                                                                                                                                                                                                                                        |                    |
|----|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------|
| 25 | rity, surrounded by 'mental darkness, or immoral 'mental illumination; all have a part to 'perform—the richest and the poorest, the 'mightiest men of the nation, and the feeblest women of the land; no 'citizen should be            | Ignorance.         |
|    |                                                                                                                                                                                                                                        | Intellectual.      |
|    |                                                                                                                                                                                                                                        | Fulfil.            |
|    |                                                                                                                                                                                                                                        | Most influential.  |
|    |                                                                                                                                                                                                                                        | Voter.             |
| 30 | 'destitute of feeling for the mental distresses, 'sufferings, and perishing wants of the multitudes within this republic. (§ 3.) May no 'lethean stupor overtake, or contracted 'personal views 'engross the attention of the citizens | Insensible of.     |
|    |                                                                                                                                                                                                                                        | Endurances.        |
|    |                                                                                                                                                                                                                                        | Deathly.           |
|    |                                                                                                                                                                                                                                        | Individual.        |
|    |                                                                                                                                                                                                                                        | Monopolize.        |
| 35 | of America, till, revelling in the 'fruits of others' labors, and claiming part of the 're-noun of their ancestors, the hand of 'barbarian 'ignorance writes "mene, mene, tek-el, upharsin," on the walls of the 'republic, and        | Productions.       |
|    |                                                                                                                                                                                                                                        | Fame.              |
|    |                                                                                                                                                                                                                                        | Ferocious.         |
|    |                                                                                                                                                                                                                                        | Want of knowledge. |
|    |                                                                                                                                                                                                                                        | Nation.            |
| 40 | the tide of 'brutal force, guided by mental 'depravity, sweeps for ever liberty from the 'shores of America. Let then every one remember that here the people rule, that the 'minority must always 'submit to the majority,            | Depraved.          |
|    |                                                                                                                                                                                                                                        | Recklessness       |
|    |                                                                                                                                                                                                                                        | Coasts.            |
|    |                                                                                                                                                                                                                                        | Smallest number    |
|    |                                                                                                                                                                                                                                        | Yield.             |
| 45 | whether their 'political measures savor of vice or virtue, of folly or 'wisdom; the vigilance of all should be used, that the 'eloquence of leaders, the 'zeal for party may not cause them to 'forget either the rights or mental     | National.          |
|    |                                                                                                                                                                                                                                        | Discretion.        |
|    |                                                                                                                                                                                                                                        | Oratory.           |
|    |                                                                                                                                                                                                                                        | Devotion.          |
|    |                                                                                                                                                                                                                                        | Overlook.          |
| 50 | wants of their 'country.                                                                                                                                                                                                               | Nation.            |
|    | (§ 4.) All minorities in a 'republic are entitled to equal rights and 'protection with the majority, and any 'violation of the just rights                                                                                             | Commonwealth.      |
|    |                                                                                                                                                                                                                                        | Security.          |
|    |                                                                                                                                                                                                                                        | Infraction.        |

part to perform in the universal dissemination of knowledge? 9. Who founded those republican institutions, the blessings of which we now enjoy? (§ 3.) 10. To what has "mene, mene, tek-el, upharsin," reference? 11. What is the expression, "walls of the republic," called?

|                                                 |                         |
|-------------------------------------------------|-------------------------|
| of any minority, however 'small, would be       | Diminutive.             |
| 55 'despotic oppression in a republic; and the  | Tyrannical.             |
| worst of all despotisms has been 'exercised     | Wielded.                |
| by ignorant 'multitudes, over the wisest and    | Masses.                 |
| best citizens. Any man that 'votes for an       | Supports.               |
| evil person, for any office, commits a 'hei-    | Flagrant.               |
| 60 nous 'offence against his country and human  | Crime.                  |
| liberty; he does all in his power to 'disgrace  | Defame.                 |
| and 'ruin the republic. But the cause of        | Destroy.                |
| liberty is ever 'onward, and though often be-   | Progressive.            |
| trayed, it cannot be kept down. 'Apparently     | Seemingly.              |
| 65 crushed and entirely 'consumed, it will rise | Destroyed.              |
| in some other land, and like the 'fabled phœ-   | Feigned.                |
| nix, will revive from its 'ashes with renewed   | Dust.                   |
| youth and 'vigor. (§ 5.) The great majority     | Strength.               |
| of the 'people of the American republic will    | Inhabitants.            |
| 70 never knowingly pursue a course 'fatal to    | Ruinous.                |
| liberty. Education, 'moral education, is the    | Correct.                |
| sole 'foundation on which the perpetuity of     | Basis.                  |
| our institutions 'depends; upon it alone is     | Rests.                  |
| centered the future 'renown of America.         | Fame.                   |
| 75 'Greece, Carthage, Rome, Poland, Switzer-    | lonia.                  |
| land, Holland, and 'France, those attempted     | Gaul.                   |
| nurseries of republics, where the 'embers of    | Cinders.                |
| liberty are still 'glowing, are now to look to  | Burning.                |
| the 'eyry of the eagle of freedom in the New    | Home.                   |
| 80 World. The countries of the 'Old World,      | Eastern Con-<br>tinent. |

(§ 4.) 12. Under what circumstances may despotism exist in a republic? 13. What does a man do who votes for a wicked officer? 14. Have there been times when there appeared to be no rational liberty in the world? 15. What has taken place on such occasions? (§ 5.) 16. Will the majority of the American people knowingly pursue a wrong course? 17. What is then the only security for the perpetuity of our institutions? 18. What countries are now to become disciples



|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                    |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>that formerly contained all that was 'con-<br/>sidered 'of surpassing splendor in the produc-<br/>tions of man and of 'nature, are now to be-<br/>come the 'pupils of America; and if we per-<br/>85 form our duty with the 'fidelity of our an-<br/>cestors, our country will attain 'enduring<br/>greatness, and receive, 'through all time, the<br/>enviable appellation of the '<i>Alma Mater</i> of<br/>rational 'liberty.</p>                                                                 | <p>Deemed.<br/>Magnificent.<br/>Creation.<br/>Disciples.<br/>Integrity.<br/>Permanent.<br/>During.<br/>Cherishing<br/>mother.<br/>Freedom.</p>     |
| <p>90 (§ 6.) In 'conclusion, it may be well to<br/>remind all 'voters, that we enjoy more liberty<br/>and are 'subject to more sudden and intense<br/>'discussions than any other people on the<br/>globe. Every 'citizen is a voter and a law-<br/>95 maker, 'almost every one is a politician,<br/>warmly 'attached to his party; and the op-<br/>posite views and interests of 'parties engender<br/>controversies, and there is 'imminent danger<br/>that the 'ascendency over an opponent may</p> | <p>Closing.<br/>Citizens.<br/>Liable.<br/>Controvers-<br/>sies.<br/>Individual.<br/>Nearly.<br/>United.<br/>Sects.<br/>Threatening.<br/>Power.</p> |
| <p>100 be too often the aim, 'when, on the contrary,<br/>the discovery of truth should 'alone be the ob-<br/>ject of investigation. (§ 7.) Party contest, even<br/>with a small number of 'uninformed voters,<br/>may endanger the 'tranquillity of the nation<br/>105 by a 'struggle for power among ambitious<br/>leaders. Political questions in this 'country<br/>are to 'test the virtue and intelligence of the<br/>people, and the 'discretion, moderation, and</p>                             | <p>Whereas.<br/>Only.<br/>Search.<br/>Ignorant.<br/>Peace.<br/>Contest.<br/>Nation.<br/>Prove.<br/>Judgment.</p>                                   |

of America? 19. What may be the enviable title of America? 20. What is requisite on our part? (§ 6.) 21. What are the people of this country subject to? 22. What is each voter? 23. What causes controversies? 24. What should be the object of all discussion? (§ 7.) 25. What may endanger the liberties of the nation? 26. Upon whom

|     |                                                 |               |
|-----|-------------------------------------------------|---------------|
|     | 'integrity of American politicians. Upon the    | Uprightness.  |
| 110 | present generation devolves the 'momentous      | Important.    |
|     | question of republican government. If 'suc-     | Prosperous.   |
|     | cessful, we shall 'recommend our institutions   | Commend.      |
|     | to the 'esteem, the admiration, and the imita-  | Regard.       |
|     | tion of the 'civilized world.                   | Enlightened.  |
| 115 | (§ 8.) It is believed that no 'secular know-    | Worldly.      |
|     | ledge can 'contribute so much to the stabi-     | Conduce.      |
|     | lity, perpetuity, and 'grandeur of our insti-   | Splendor.     |
|     | tutions, and so well 'prepare voters to dis-    | Qualify.      |
|     | charge their 'duties, as a familiar acquaint-   | Obligations.  |
| 120 | ance with the Constitution. The 'converse       | Familiarity.  |
|     | of the present and the 'rising generation, not  | Coming.       |
|     | only with its 'principles, but with the causes, | Doctrines.    |
|     | the motives, the forbearance, the 'unwearied    | Indefatigable |
|     | labor in its production, and the 'unparalleled  | Unequalled.   |
| 125 | wisdom and 'sagacity of its framers — the       | Quick dis-    |
|     | daily and domestic 'intercourse with that       | cernment.     |
|     | 'hallowed instrument, and the pure spirit of    | Communica-    |
|     | its authors, must promote 'harmony and          | tion.         |
|     | union, and 'inspire every one with patriotism,  | Consecrated.  |
| 130 | and 'an ardent desire faithfully and effi-      | Concord.      |
|     | ciently to 'perform his duty. Voters are the    | Enliven.      |
|     | protectors of the 'charter of freedom; the      | A warm.       |
|     | children of the 'poorest may yet enjoy some     | Discharge.    |
|     | of its highest 'honors, and, like its framers,  | Constitution. |
|     | by patriotism and merit 'engrave their names    | Most obscure  |
| 135 | on the pillars of 'immortality. Let then every  | Rewards.      |
|     | one, 'severing the chains of prejudice, select  | Write.        |
|     | the best men for office, that the 'duration of  | Eternity.     |
|     | the republic may be 'co-extensive with time.    | Cutting.      |
|     |                                                 | Continuance.  |
|     |                                                 | Of equal du-  |
|     |                                                 | ration.       |

devolves the momentous question of republican government? (§ 8.)  
 27. What is believed to best prepare voters to discharge their duties?

## LESSON XLII.

## DUTIES AND RESPONSIBILITIES OF JURORS.

|                                                      |                 |
|------------------------------------------------------|-----------------|
| (§ 1.) THE right of trial by 'jury was justly        | Equals.         |
| 'considered by our ancestors as one of the           | Regarded.       |
| most 'inestimable privileges of freemen, and         | Invaluable.     |
| the 'violation of this prerogative was one of        | Infringement    |
| 5 the causes* of the revolution. No 'citizen†        | Denizen.        |
| of the United States, 'excepting those in the        | Reserving.      |
| 'regular army, and civil officers under the          | Standing.       |
| 'general government, can ever be deprived of         | National.       |
| this natural 'birthright. Jury trials in civil       | Inheritance.    |
| 10 suits, when the amount in 'controversy ex-        | Dispute.        |
| ceeds twenty dollars, are also 'guaranteed to        | Secured.        |
| every citizen in this country. (§ 2.) 'Though        | Notwithstanding |
| the trial by jury has in all ages been highly        | Periods.        |
| prized, and is justly considered the 'palladium      | Bulwark.        |
| 15 of liberty, yet 'comparatively little has hereto- | Relatively.     |
| fore been done 'duly to discipline the mind,         | Properly.       |
| or to impress the responsibility of the 'under-      | Duty.           |
| taking on the minds of those who are to 'sit         | Preside.        |
| as 'judges, and decide on matters affecting          | Arbiters.       |
| 20 not only the fortunes, the 'reputations, and      | Characters.     |

(§ 1.) 1. How was the trial by jury regarded by our ancestors? 2. What is your opinion of the trial by jury? 3. What are your reasons for this opinion? 4. What is the difference between *denizen* and *citizen*, in the 5th line? 5. What persons in the United States are not tried by jury? 6. Can civil officers, after being impeached, be tried by jury? 7. Why does not this conflict with Article V. of the Amendments of the Constitution? 8. Can the members of the established army be tried by a jury? 9. By whom must they be tried? (§ 2.) 10. Can any abuses result from trial by jury? 11. What has heretofore been done to discipline the minds of the majority of the people

\* See Declaration of Independence, page 94.

† See Articles V., VI., and VII., of the Amendments to the Constitution, pages 143 and 144. Also Article III., section second, of the Constitution, page 136.



|                                                   |               |
|---------------------------------------------------|---------------|
| the lives of their 'fellow-citizens, but even the | Countrymen.   |
| 'well-being of society, and the permanency        | Welfare.      |
| of our institutions of 'justice. (§ 3.) The       | Judicature.   |
| object of juries is 'thwarted, if men, from       | Obstructed.   |
| 25 deficient or 'improper mental training, are    | Unsuitable.   |
| incapable of listening to 'evidence, and rea-     | Testimony.    |
| soning and 'discriminating between direct         | Discerning.   |
| and 'irrelevant testimony. It is well known       | Not appli-    |
| that men who have never formed the 'habit         | cable.        |
| 30 of attention, of investigating and 'reasoning  | Custom.       |
| for themselves, after 'listening for a few        | Ratiocinating |
| days to evidence, become totally 'bewildered      | Hearkening.   |
| with regard to the 'matter in controversy.        | Confused.     |
| Hence, it is 'evident that well-meaning men       | Subject.      |
| 35 may often be called upon to 'discharge duties  | Plain.        |
| for which they are totally 'unprepared, and       | Perform.      |
| if not suitably 'qualified by mental training,    | Incompetent.  |
| they may become the instruments of 'de-           | Fitted.       |
| priving their fellow-citizens of their 'most      | Bereaving.    |
| 40 valuable 'rights.                              | Dearest.      |
| (§ 4.) It is a prominent 'object of this book     | Privileges.   |
| to impart a 'zest for critical, accurate, and     | Design.       |
| 'continued attention, and the most extended       | Relish.       |
| examinations of any 'subjects that may come       | Protracted.   |
| 45 under consideration, to strengthen and 'dis-   | Questions.    |
| cipline the mind, and awaken that 'com-           | Regulate.     |
| mendable spirit of self 'reliance and self per-   | Praiseworthy  |
| severance, which is 'essential to the highest     | Dependence.   |
| 'success in any calling, and which constantly     | Necessary.    |
|                                                   | Prosperity.   |

while at school, to act as jurors? (§ 3) 12. What may thwart the object of juries? 13. What is necessary for one properly to discharge any duty which involves testimony, and affects the property or lives of persons? (§ 4.) 14. What is the difference between *object* and *design*, in the 41st line? 15. What is necessary to the highest success

|    |                                                                                                                                                                                                                                                           |                                                                            |
|----|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------|
| 50 | 'affords renewed and increased pleasure, in the most 'intense thought and the most un-<br>'wearied 'application. (§ 5.) It is believed<br>that no youth can study this book 'thoroughly<br>without being better 'prepared in due time to                  | Bestows.<br>Ardent.<br>Diligence.<br>Accurately.<br>Fitted.                |
| 55 | discharge 'efficiently, not only the office of a<br>juror, but all the varied 'duties of life—that<br>its use will 'indelibly impress on the minds<br>of all, the importance of the proper 'disci-<br>pline of the ' <i>mental powers</i> —that, actuated | Effectually<br>Avocations.<br>Permanently<br>Culture.<br>Intellect.        |
| 60 | by the purest 'philanthropy, and the loftiest<br>'patriotism, as well as the consciousness<br>that their own private interest and 'imme-<br>diate personal 'happiness are inseparably<br>linked with their 'social duties, they will be-                  | Benevolence<br>Love of coun-<br>try.<br>Direct.<br>Enjoyment.<br>Domestic. |
| 65 | come the enlightened, the efficient, the 'vigi-<br>lant 'guardians of justice. Thus, while each<br>receives new 'impulses to cultivate, in the<br>best possible 'manner, the immortal mind, an<br>imperishable 'foundation is laid, on which to           | Watchful.<br>Protectors.<br>Incentives.<br>Way.<br>Basis.                  |
| 70 | 'rear the inseparable superstructures of do-<br>mestic bliss and national 'greatness.                                                                                                                                                                     | Erect.<br>Power.                                                           |
|    | (§ 6.) As the object of this work is to 'be-<br>nefit in 'part the present as well as the rising<br>generation, the 'following subjects will be                                                                                                           | Serve.<br>A degree.<br>Succeeding.                                         |
| 75 | briefly considered: the manner of the organi-<br>zation of juries; the nature and 'character of<br>their duties; the 'extent of their power; the<br>'correct way of doing business; their respon-                                                         | Concise-ly.<br>Description.<br>Boundaries.<br>Right.                       |

in any calling? (§ 5.) 16. What effect is it hoped the use of this book will have upon the minds of the young? 17. What is the result of impulses to cultivate the undying mind? (§ 6.) 18. What is the object of this work? 19. What subjects is it proposed to consider? (§ 7.)

|                                                   |                       |
|---------------------------------------------------|-----------------------|
| sibilities, and 'influence on the social and      | Power over.           |
| 80 political 'institutions of our country. (§ 7.) | Regulations.          |
| A jury is a 'certain number of citizens, se-      | Particular.           |
| lected at 'stated periods, and in the manner      | Specified.            |
| 'prescribed by the laws of the various státes,    | Directed.             |
| whose 'business it is to decide some question     | Duty.                 |
| 85 of 'controversy, or legal case. Juries are of  | Dispute.              |
| two kinds; the grand jury and the 'petit          | Traverse.             |
| jury. In whatever 'manner the jurors may          | Mode.                 |
| be 'selected from the people, it is the duty of   | Taken.                |
| the sheriff of the county or 'district, to re-    | Precinct.             |
| 90 turn 'their names, on a piece of paper, to the | The panel.            |
| court, previous to the 'appointed day for         | Designated.           |
| opening. Grand 'jurors must be selected           | Arbiters.             |
| from the county or 'district over which the       | Bailiwick.            |
| court has 'jurisdiction. Twenty-four men          | Legal autho-<br>rity. |
| 95 are 'summoned to attend court, but not more    | Notified.             |
| than twenty-three are ever 'entered upon          | Sworn.                |
| duty. (§ 8.) This prevents 'a contingency         | An occurrence.        |
| that might otherwise 'take place, of having       | Arise.                |
| twelve 'men in favor of arraigning a party        | Jurors.               |
| 100 for trial, 'opposed to the other twelve, who  | Contrary.             |
| might wish to 'ignore the indictment. Not         | Make invalid          |
| less than twelve men can 'serve on any grand      | Act.                  |
| jury in any state; and 'generally some odd        | Usually.              |
| number, 'between twelve and twenty-four, is       | Betwixt.              |

20. What is a jury? 21. How are juries selected? 22. Do all the states have the same laws in reference to juries? 23. How many kinds of juries are there? 24. What is a sheriff? 25. What is the duty of the sheriff? 26. What is a panel? 27. What is the difference between *panel* and *pannel*? 28. What is the largest number of grand jurors ever sworn? (§ 8.) 29. Why is not a larger number sworn? 30. What is the smallest number of men that can ever serve on a grand jury? 31. What number is usually selected? 32. What is an odd number? 33. How is the foreman usually selected? (§ 9.) 34.



|     |                                                                                                                                                                                                                                    |                                                                    |
|-----|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------|
| 105 | 'selected. After they are called to the side of the court-room 'appropriated for the jury, they are generally 'permitted to choose their own 'foreman. But the judges can appoint, or rather nominate a 'foreman for them.         | Taken.<br>Set apart.<br>Allowed.<br>Spokesman.<br>Chief.           |
| 110 | (§ 9.) The foreman is then required to 'take the following oath or 'affirmation, which is 'administered by some authorized person:—<br>“ You, A. B., do 'solemnly swear (or affirm), that you will 'diligently inquire, and true   | Subscribe to.<br>Averment.<br>Given.<br>Seriously.<br>Attentively. |
| 115 | 'presentments make, of all such articles, 'matters and things, as shall be given to you in 'charge, or otherwise come to your know-<br>ledge, touching the present 'service; the commonwealth's counsel, your 'fellows', and       | Indictments.<br>Subjects.<br>Keeping.<br>Session.<br>Associates'.  |
| 120 | your own, you shall 'keep secret; you shall present no one for 'envy, hatred, or malice, nor shall you leave any one 'unpresented, for fear, favor, 'affection, or hope of reward or 'gain; but shall present all things truly, as | Not reveal.<br>Antipathy.<br>Unindicted.<br>Love.<br>Emolument.    |
| 125 | they come to your 'knowledge, according to the 'best of your understanding, so help you God.” (§ 10.) After the 'foreman has taken the above 'official oath, the grand jurors are 'sworn according to the following precedent:     | Information.<br>Utmost.<br>Leader<br>Legal.<br>Affirmed.           |
| 130 | “ You and 'each of you do solemnly swear (or affirm), that the same 'oath (or affirma-<br>tion) which your foreman has taken 'on his part, you and 'every one of you shall well                                                    | Every one.<br>Invocation.<br>For himself.<br>Each.                 |

What is the foreman and each of the jurors required to do before proceeding to business? (§ 10.) 35. What is the difference between *sworn* and *affirmed*, in the 129th line? 36. After the grand jury are sworn, what should be done? 37. May the powers of the grand jury

|     |                                                   |                          |
|-----|---------------------------------------------------|--------------------------|
|     | and truly 'observe on your part." The grand       | Keep.                    |
| 135 | jurors, after being thus 'sworn or affirmed,      | Qualified.               |
|     | should be informed by the 'presiding judge        | Chief.                   |
|     | of the 'nature of their business and the          | Character.               |
|     | extent of their 'jurisdiction, which some-        | Power.                   |
|     | times may be 'permitted to extend beyond          | Allowed.                 |
| 140 | the 'limits of their county; he should also       | Bounds.                  |
|     | 'briefly allude to all the offences, and other    | Succinctly.              |
|     | matters, which it is their duty to 'investigate.  | Examine.                 |
|     | (§ 11.) It is the duty of the jury then to 're-   | Go.                      |
|     | tire to a room appropriated 'solely to their use, | Exclusively.             |
| 145 | and sit in secret as a jury of 'accusation. The   | Arraignment              |
|     | foreman acts as 'chairman, and the jury should    | President.               |
|     | appoint one of their number to 'perform the       | Execute.                 |
|     | duties of 'secretary; but no records should       | Scribe.                  |
|     | be kept of their 'proceedings, except those       | Doings.                  |
| 150 | that are 'essential for their transacting their   | Requisite.               |
|     | own business in order, and for their 'official    | Legal.                   |
|     | use. (§ 12.) After the grand jury is 'organ-      | Regulated.               |
|     | ized, the 'Attorney-general usually supplies      | Lawyer for<br>the State. |
|     | them with bills of 'indictment, which should      | Accusation.              |
| 155 | 'specify the allegations against offenders. On    | Enumerate.               |
|     | these bills are 'written the names of the wit-    | Endorsed.                |
|     | nesses by whose 'evidence they are supported.     | Testimony.               |
|     | The witnesses, before the jury 'proceed to        | Enter upon.              |
|     | business, should be in 'attendance at court,      | Waiting.                 |
| 160 | and should be 'carefully examined, with the       | Attentively.             |
|     | utmost 'scrutiny, and in such manner as in        | Carefulness.             |

ever extend beyond their own county? 38. When? (§ 11.) 39. What should the grand jury do after receiving the directions of the judge? 40. Should they have any officer besides the foreman? 41. Why? 42. Why should they not keep permanent records of their proceedings? (§ 12.) 43. Who usually draws up the bills of indictment for the jury? 44. What should the indictment contain? 45.

|     |                                                                                                                                                                                                                                                                                                                                                                                                                            |             |
|-----|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------|
| 165 | the 'judgment of the jury will best elicit the whole truth in 'reference to the pending indictment; for the 'object of the grand jury is, to secure the 'punishment of the guilty, and to 'protect the innocent; to prevent the commission of 'crime, and lead all to reverence and obey the laws of the 'land; to show that the way of the 'transgressor is hard, and that the only 'path of safety is the path of 'duty. | Opinion.    |
|     |                                                                                                                                                                                                                                                                                                                                                                                                                            | Relation.   |
|     |                                                                                                                                                                                                                                                                                                                                                                                                                            | Purpose.    |
|     |                                                                                                                                                                                                                                                                                                                                                                                                                            | Correction. |
|     |                                                                                                                                                                                                                                                                                                                                                                                                                            | Guard.      |
|     |                                                                                                                                                                                                                                                                                                                                                                                                                            | Wickedness. |
|     |                                                                                                                                                                                                                                                                                                                                                                                                                            | Country.    |
|     |                                                                                                                                                                                                                                                                                                                                                                                                                            | Criminal.   |
| 170 |                                                                                                                                                                                                                                                                                                                                                                                                                            | Road.       |
|     |                                                                                                                                                                                                                                                                                                                                                                                                                            | Well-doing. |

Why should witnesses be in attendance at court? 46. How should they be examined? 47. What should be the object of every grand juror?

### LESSON XLIII.

|        |                                                                                                                   |               |
|--------|-------------------------------------------------------------------------------------------------------------------|---------------|
| (§ 1.) | THE grand jury should 'always examine witnesses under oath, and 'proceed with the utmost 'vigilance and caution.— | Invariably.   |
|        | When twelve jurors have 'agreed that the                                                                          | Act.          |
|        | 5 accused party 'ought to be placed upon trial, it is their duty at once to 'find a true bill, and                | Watchfulness. |
|        | any 'further delay on their part is merely a waste of time, and of the public 'money.                             | Decided.      |
|        | When the grand jury 'find a true bill against                                                                     | Should        |
|        | 10 an 'accused party, on the testimony of others, it is 'called an indictment. (§ 2.) When                        | Bring in.     |
|        | twelve or more jurors 'know of any public                                                                         | Longer.       |
|        | offence 'within their jurisdiction, or if even                                                                    | Treasure.     |
|        |                                                                                                                   | Return.       |
|        |                                                                                                                   | Impeached.    |
|        |                                                                                                                   | Named.        |
|        |                                                                                                                   | Are aware.    |
|        |                                                                                                                   | In.           |

(§ 1.) 1. In whatmanner should grand jurors examine evidence? 2. What is their duty, when twelve have decided to put the accused on trial? (§ 2.) 3. What may be done when twelve or more jurors know of any public offence? 4. What when one juror knows of any crime?



|                                                           |                  |
|-----------------------------------------------------------|------------------|
| one or more 'jurors, less than twelve, know               | Triers.          |
| 15 of any libel, 'nuisance, or public offence, he or      | Pest.            |
| they may be 'placed on oath, and examined                 | Put.             |
| in the same way as any other 'witnesses, and              | Testifiers.      |
| after such 'examination, if twelve jurors shall           | Investigation    |
| agree that the 'allegations are just, they may            | Accusations.     |
| 20 find a true bill, and cause the 'authors or            | Originators.     |
| offenders to be brought to 'trial. When a                 | Adjudication     |
| bill is found in this 'manner, it is usually              | Way.             |
| called a presentment. It should be ' <i>drawn</i>         | Written.         |
| <i>up</i> in 'legal form, describing the alleged          | Proper.          |
| 25 offence, with all the proper 'accompaniments           | Adjuncts.        |
| of time, and 'circumstances, and certainty                | Particulars.     |
| of the libel, 'nuisance, or crime. The word               | Annoyance.       |
| presentment, in the jurors' oath, 'compre-                | Includes.        |
| hends all bills, and is 'consequently used in             | Therefore.       |
| 30 its ' <i>most extended</i> application.                | Widest.          |
| (§ 3.) No ' <i>indictment or presentment</i> can          | True Bill.       |
| be made, except by the 'agreement of at least             | Concurrence      |
| twelve jurors. When a 'true bill is found, it             | Real.            |
| is ' <i>the duty of</i> the foreman to write on the       | Incumbent<br>on. |
| 35 'back of the indictment, "a true bill," with           | Outside.         |
| the 'date, and sign his name as foreman.                  | Time.            |
| The bill should be 'presented to the court                | Handed.          |
| publicly, and ' <i>in the presence of</i> all the jurors. | Before.          |
| When an indictment is not 'proved to the                  | Verified.        |
| 40 satisfaction of twelve 'jurors, it is the duty         | Arbiters.        |
| of the 'foreman to write on the back of the               | Moderator.       |
| bill, with the date, " <i>we are ignorant,</i> " or       | Ignoramus.       |

5. What is the difference between a *presentment* and an *indictment*?  
 6. How should a *presentment* be made? (§ 3.) 7. What number of  
 jurors must concur, to bring in a true bill? 8. After the jury have  
 concluded to find a true bill, what is the duty of the foreman? 9.

|                                                    |              |
|----------------------------------------------------|--------------|
| “not a 'true bill,” or “not found.” When           | Vera.        |
| there is not sufficient evidence to 'authorize     | Empower.     |
| 45 the jury to 'find a true bill, and they express | Bring in.    |
| a doubt as above 'described, the indictment        | Named.       |
| is said to be “'made null and void.” The           | Ignored.     |
| indictments, 'instead of being signed by the       | In place.    |
| foreman, may be signed by 'all the jurors, in      | Each of.     |
| 50 which 'case the foreman's name should be at     | Instance.    |
| the head of the 'list of names. (§ 4.) In re-      | Panel.       |
| ference to 'indictments, the jury must depend      | Accusations. |
| 'entirely on the testimony of others, and their    | Solely.      |
| own 'judgments. When a disinterested wit-          | Opinions.    |
| 55 ness, of good moral 'character, has been in     | Reputation.  |
| a position to 'know all the facts about which      | Ascertain.   |
| evidence is 'required, and has sufficient abi-     | Requisite.   |
| lity to testify in 'courts of justice, the jury    | Halls.       |
| are legally bound to place implicit 'credence      | Belief.      |
| 60 in such evidence, 'provided there is no         | If.          |
| 'motive for telling a false or exaggerated         | Cause.       |
| story; but it requires the closest 'discrimina-    | Scrutiny.    |
| tion and 'judgment on the part of each juror,      | Discretion.  |
| to detect the 'fallacies of evidence, inasmuch     | Deceptions.  |
| 65 as the 'accused party can never be present.     | Criminated.  |
| (§ 5.) It is 'incumbent on every juror to          | Obligatory.  |
| use his own 'opinion and good sense in             | Judgment.    |
| these 'matters, as well as all others; and any     | Subjects.    |
| one who is 'swayed by the suggestions of           | Moved.       |
| 70 others, against the 'dictates of his own con-   | Impulses.    |
| science, is 'recreant to the trust reposed in      | False.       |

What would be the difference if *and* should be substituted for *or*, in the 42d and 43d lines? 10. When is a bill said to be *ignored*? 11. How should all ignored bills be signed? (§ 4.) 12. On what must the jury depend in indictments? 13. What is required of each juror? (§ 5.) 14. When may a juror be said to be recreant to the trust reposed

|                                                   |                 |
|---------------------------------------------------|-----------------|
| him. Every public 'offence within the county      | Crime.          |
| may be considered a 'legitimate subject of        | Lawful.         |
| 'indictment by the grand jury; but they can       | Accusation.     |
| 75 never try the 'accused party; their business   | Arraigned.      |
| is 'simply to investigate the case, so far as     | Merely.         |
| to 'see if the criminated party ought to be       | Ascertain.      |
| put on trial. Hence they are 'debarred            | Prevented.      |
| from examining any witness in his 'favor.         | Behalf.         |
| 80 (§ 6.) In 'concluding this subject, it may be  | Closing.        |
| well to 'remark, that grand jurors are justly     | Observe.        |
| bound to 'secrecy; for if they were not, the      | Silence.        |
| 'imprudent remarks of jurors, that bills had      | Careless.       |
| been 'found against accused persons, might        | Sanctioned.     |
| 85 enable the 'guilty to escape, and thereby      | Criminals.      |
| 'thwart the ends of justice. It would also        | Defeat.         |
| hold out an 'inducement for persons guilty of     | Incentive.      |
| 'crimes to inquire of jurors respecting the       | Offences.       |
| accused, and 'consequently facilitate their       | Therefore.      |
| 90 escape. The certainty of 'punishment is the    | Retribution.    |
| surest 'preventive of crime.                      | Hindrance.      |
| (§ 7.) The 'duration of secrecy is not in         | Continuance.    |
| all cases 'permanent. If a witness should         | Lasting.        |
| 'swear in open court directly opposite to the     | Take oath.      |
| 95 evidence given in by him 'before the grand     | In presence of. |
| jury, the 'injunction of secrecy in reference     | Obligation.     |
| to the witness would 'be at an end. Any of        | Terminate.      |
| the jurors might be 'put on oath, to show         | Sworn.          |
| that the witness was not 'worthy of credit,       | Entitled to.    |
| 100 and was guilty of 'testifying to a falsehood. | Perjury.        |

in him? 15. Can the grand jury ever try the accused party? (§ 6.)  
 16. Assign a few reasons why grand jurors should be bound to secrecy?  
 17. What is the surest preventive of crime? (§ 7.) 18. Is the injunction of secrecy on the part of grand jurors always permanent? 19.



'*From these reasons* it appears, that the grand jury may be justly 'considered the vigilant and efficient guardians of public 'virtue.

Hence.  
Regarded.  
Morality.

## JURY OF TRIALS.

(§ 8.) To the 'petit jury are committed all  
105 'trials, both civil and criminal. Petit jurors must be 'selected from the citizens residing within the 'jurisdiction of the court. The form of the 'petit jurors' oath varies in the 'different states of the Union; the following  
110 'form is in substance generally used: " You and each of you 'solemnly swear, to try the 'matter at issue between the parties, and a true 'verdict to give, according to law and the 'evidence." As the grand jury was con-  
115 sidered the jury of 'accusation, the petit may be 'regarded as the jury of conviction; hence their 'qualifications should be of an equally high order, and every one should be 'im-  
120 bued with a sincere 'desire to render strict justice to '*all the parties* concerned, without 'partiality or hope of reward. (§ 9.) A petit jury 'consists of twelve persons, and unlike the grand jury, it requires 'perfect unanimity to enable them to render a 'judgment against  
125 any party. When the '*litigant parties*, in

Small.  
Issues.  
Picked out.  
Bounds.  
Traverse.  
Several.  
Phrase.  
Sincerely.  
Question.  
Judgment.  
Testimony.  
Arraignment.  
Considered.  
Attainments.  
Impressed.  
Wish.  
Every one.  
Favor.  
Comprises.  
Complete.  
Verdict.  
Persons at law.

In what light may grand jurors be always regarded? (§ 8.) 20. What is committed to the petit jury? 21. In what way must the petit jury be selected? 22. Do the local customs of this country vary in the selection of petit jurors? 23. What is required of each juror before he enters on duty? 24. What was the grand jury considered? 25. What may the petit jury be considered? 26. What should be the qualifications of the petit juror? (§ 9.) 27. Of how many persons must a petit jury always consist? 28. What is always necessary to

|     |                                                       |              |
|-----|-------------------------------------------------------|--------------|
|     | their 'allegation, come to a fact which is            | Statement.   |
|     | 'affirmed on the one side, and denied on the          | Alleged.     |
|     | other, the cause is at 'issue, and the jury are       | Trial.       |
|     | the 'sole judges of the matter in controversy.        | Only.        |
| 130 | To insure 'uprightness, the trial by jury             | Fairness.    |
|     | should always be ' <i>in open court</i> . The wit-    | Public.      |
|     | nesses should be 'sworn in the presence of            | Affirmed.    |
|     | the judges, the 'counsel on each side, and            | Lawyers.     |
|     | all the 'spectators.                                  | Bystanders.  |
| 135 | (§ 10.) The 'evidence should then be given            | Testimony.   |
|     | by the party on whom 'rests the burden of             | Devolves.    |
|     | proof. After the 'witnesses called by a party         | Deponents.   |
|     | are examined, the privilege of 're-examin-            | Cross-exam-  |
|     | ing them is 'allowed to the opposite party.           | ining.       |
|     |                                                       | Granted.     |
| 140 | Whenever a question is 'asked which is                | Propounded.  |
|     | 'considered improper by either of the liti-           | Deemed.      |
|     | gants, the 'judges decide upon the propriety          | Court.       |
|     | of the admission. 'Generally, before any              | Commonly.    |
|     | 'evidence is offered, the counsel who open the        | Proof.       |
| 145 | cause on each side, make a short 'speech,             | Address.     |
|     | in which they 'state the case, the matter in          | Name.        |
|     | 'suit, and the facts which they expect to prove,      | Litigation.  |
|     | ' <i>in order</i> that the jury may better understand | So.          |
|     | the evidence. (§ 11.) After the ' <i>party who</i>    | Plaintiff.   |
| 150 | <i>supports the affirmative of the issue</i> has 'ex- | Questioned.  |
|     | amined all his witnesses, the 'opposite party         | Adverse.     |
|     | then calls evidence to 'support his side of the       | Maintain.    |
|     | 'question. The parties sometimes try to re-           | Controversy. |

enable a petit jury to render a verdict? 29. Who are the sole judges of the matter in controversy? 30. Why should all trials be in public? (§ 10.) 31. What is done when an objectionable question is asked? 32. What is usually done before any evidence is offered? (§ 11.) 33. What is done after the evidence for the prosecution is examined? 34. What should determine in cases of conflicting testimony? 35. What is done

|     |                                                                                         |                   |
|-----|-----------------------------------------------------------------------------------------|-------------------|
|     | but the testimony 'produced by each other ;                                             | Offered.          |
| 155 | and whenever 'conflicting testimony is produced, neither the judges, nor any 'authority | Contradicting.    |
|     | 'but the jury have a right to decide which is                                           | Prescription.     |
|     | 'right. After all the witnesses have been                                               | Except.           |
|     | 'examined, the counsel for the plaintiff ad-                                            | Correct.          |
| 160 | dresses the jury, ' <i>sums up</i> the evidence in his                                  | Heard.            |
|     | own favor, 'shows all the strong points in his                                          | Recapitulates.    |
|     | case, and insists upon a 'judgment in favor                                             | Exhibits.         |
|     | of his 'client.                                                                         | Verdict.          |
|     | (§ 12.) The opposite 'counsel then addresses                                            | Patron.           |
| 165 | the jury, and ' <i>in like manner</i> claims all the                                    | Attorney.         |
|     | facts and the law ' <i>on his side of the question</i> .                                | Also.             |
|     | A ' <i>reply of the plaintiff's counsel to the argu-</i>                                | In his favor.     |
|     | <i>ments of the counsel of the defendant</i> may 'fol-                                  | Replication.      |
|     | low, and then ' <i>the answer of the counsel of</i>                                     | Succeed.          |
| 170 | <i>the defendant</i> to the plaintiff's 'replication.                                   | A rejoinder.      |
|     | According to 'custom, the counsel for the                                               | Reply.            |
|     | plaintiff has the privilege of ' <i>speaking last</i> .                                 | Usage.            |
|     | After the 'arguments on both sides are                                                  | Surrejoinder.     |
|     | 'finished, the presiding judge proceeds to                                              | Pleas.            |
| 175 | ' <i>sum up</i> the reliable evidence on both sides,                                    | Closed.           |
|     | and 'explains to the jury so much of it as                                              | Collect.          |
|     | he 'deems correct. The opinion of the judge                                             | Expounds.         |
|     | should contain a clear and 'explicit exposi-                                            | Thinks.           |
|     | tion of the law, but the 'judge should never                                            | Succinct.         |
| 180 | 'undertake to decide the facts, for these are                                           | Expounder of law. |
|     |                                                                                         | Endeavor.         |

after all the evidence has been produced? 36. What part of speech is *but*, in the 157th line? 37. How many different parts of speech may *but* be? 38. When is it always a preposition? 39. When an adverb? 40. When a conjunction? 41. What is the difference between the Roman and the modern English meaning of *client*, in the 163d line? (§ 12.) 42. What is a Replication?—A Rejoinder? 43. Whose counsel has the privilege of addressing the jury last? 44. After the



|                                                                                                                                                                                                                           |               |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------|
| committed to the jury. It is generally 'conceded that the 'judges are the proper interpreters of the law. And the 'jury should for ever ' <i>retain inviolable</i> the right of deciding upon the 'validity of testimony. | Acknowledged. |
|                                                                                                                                                                                                                           | Justices.     |
|                                                                                                                                                                                                                           | Arbiters.     |
|                                                                                                                                                                                                                           | Keep sacred.  |
|                                                                                                                                                                                                                           | Truth.        |

arguments on both sides have been closed, what is then done? 45. What should the judge not do? 46. If he should decide the facts of the case, would the jury be bound to coincide with his views? 47. What evils might result, if a judge decided upon the merits of the evidence? 48. What is generally conceded to the judge? 49. What to the jury? 50. What are the advantages of this plan?

#### LESSON XLIV.

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------|
| (§ 1.) AFTER the 'judge has ' <i>summed up the evidence on both sides, and elucidated the points of the law</i> , the jury should 'retire to some room appropriated 'solely to their use,<br>5 and consider 'critically and exclusively the subject in 'litigation. Much reliance as to the 'meaning of the law may generally be placed in the 'explanation of the judge; but in this as well as all other matters ' <i>at issue</i> , each<br>10 juror is bound to 'use his own good sense, with the utmost 'prudence and discrimination, lest some 'fallacy of judgment, from which the 'wisest and best of men are not at all times 'exempt, should sway the opinions of<br>15 the 'court. (§ 2.) Should a juror at any time | Legal expounder.               |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | <sup>2</sup> Given his charge. |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Withdraw.                      |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Entirely.                      |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Closely.                       |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Controversy.                   |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Signification.                 |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Elucidation.                   |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | On trial.                      |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Exert.                         |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Caution.                       |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Error.                         |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Ablest.                        |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Free.                          |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Bench.                         |

(§ 1.) 1. What is meant by the judge's charge to the jury? 2. What should engross the attention of the jury after they receive the charge of the judge? 3. What are some of the important duties of the judges? 4. What are some of the essential duties of each juror? 5. Are all men liable to err in opinion? 6. Why should *court*, which implies several judges, be used in the 15th line, when *judge* was used in the 1st line?

|                                                   |              |
|---------------------------------------------------|--------------|
| 'honestly believe that the judge had mistaken     | Sincerely.   |
| the 'application of the law, it is his duty to    | Precedents.  |
| 'mention such instances in the jury-room, and     | Name.        |
| if no juror 'is able to explain the same so as    | Can.         |
| 20 to show that the 'bench was right, they should | Court.       |
| 'at once inform the presiding judge of the        | Immediately. |
| same. For no man 'does his duty as a juror,       | Fulfils.     |
| or fulfils his obligations to 'society and his    | The commu-   |
| country, who follows blindly the 'ipse dixit      | Mere asser-  |
| 25 of any man, or any 'body of men.*              | tion.        |
|                                                   | Number.      |
| (§ 3.) No one should ever 'consent to serve       | Agree.       |
| on a jury who is 'conscious of being unable       | Sensible.    |
| to draw just 'conclusions from statements         | Inferences.  |
| which have before been made; of 'discrimi-        | Judging      |
| 30 nating between 'specious eloquence and plain   | Showy.       |
| evidence; for if a jury may be 'swayed by         | Moved.       |
| the enchantment of 'oratory, the lawyer who       | Declamation. |
| is the most 'eloquent, or perhaps the one who     | Gifted.      |
| speaks last, will always have an 'undue influ-    | Unwarranted  |
| 35 ence; and an 'ignorant and incompetent jury    | Illiterate.  |
| may then as often be 'arrayed on the side of      | Marshallled. |

(§ 2.) 7. What is the duty of any juror when he thinks the judge has erred? 8. Is it the duty of a juror to follow blindly the opinions of others? 9. When you substitute *community* for *society*, in the 23d line, why is it necessary in the former instance to prefix the article *the*? (§ 3.) 10. Who should not serve as a juror? 11. What may an ignorant and incompetent jury do? (§ 4.) 12. How should a jury regard

\* The following brief extract from Vaughan's Reports will show the independence of English juries, and their sacred adherence to conscience, even in the infamous and despotic reign of Charles II. The illustrious William Penn was put on trial in London, in 1670, charged with treason, contempt, unlawful assembly, and tumult, but was acquitted by a jury, against what the bench considered "full and clear evidence, given in open court, and also against the charge of the judges in points of law." For this offence the jury were fined and imprisoned; but by the *habeas corpus* were brought before a higher tribunal, and acquitted, for the following reasons: "That how manifest soever the evidence might have been to the judges, it was not plain to the jurors, for they did not believe it, and consequently they were not deserving of fine and imprisonment."

"If the meaning of these words, '*finding against the direction of the court, in matter of law,*' be, that if the judge, having heard the evidence given in court, shall tell the jury, upon this evidence, the law is for the plaintiff, or for the defendant, and you are under the pain of fine and imprisonment to find accordingly, and the jury ought of duty so to do, then every man sees that the jury is but a troublesome delay, great charge, and of no use in determining right and wrong; and therefore the trials by them may be better abolished than continued."

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                              |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>error as on that of 'justice. (§ 4.) The opinions of the 'court are entitled to much and careful 'consideration, yet if a jury were to follow 'implicitly such directions, they would not comply with the 'requisitions of their oath, which 'enjoins them to act according to the 'best of their own knowledge. They are not to 'see with "another's eye, nor hear with</p> <p>45 another's ear," but to 'perform their duty according to the 'dictates of an approving 'conscience, with an abiding remembrance of the omniscience and 'omnipresence of God.</p> <p>(§ 5.) 'Sometimes a case is so plain that</p> <p>50 the jury may 'render a verdict without leaving the 'court-room; but when the matter in 'controversy is involved in much obscurity, they should 'retire to the juror's room, and there freely 'interchange views on the various</p> <p>55 points at issue: it is 'unlawful for any juror to have 'communication with any but his 'fellow-jurors and the proper officers of the 'court. By the *common law, jurors were kept without 'food, drink, candles, or fire,</p> | <p>Right.</p> <p>Judges.</p> <p>Deliberation.</p> <p>Strictly.</p> <p>Demands.</p> <p>Requires.</p> <p>Utmost.</p> <p>View.</p> <p>Discharge.</p> <p>Monition.</p> <p>Sense of right</p> <p>Continual presence.</p> <p>Now and then.</p> <p>Bring in.</p> <p>Jury-box.</p> <p>Suit.</p> <p>Withdraw.</p> <p>Give and take mutually.</p> <p>Illegal.</p> <p>Intercourse.</p> <p>Co-laborers.</p> <p>Judicial tribunal.</p> <p>Sustenance.</p> |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

the opinions of the court? 13. How should jurors endeavor to discharge their duties? (§ 5.) 14. What may be done by the jury when the case is plain? 15. When there is much obscurity in the evidence what should be done? 16. What is unlawful for jurors to do? 17. What is the common law? 18. Wherein does the common law differ from the statute law? 19. What was a regulation of the common law? 20. Where is the common law in all its essential points in

\* As the term, "common, or unwritten law," is in general use, it may be proper here to observe, that the term is used in contradistinction to written or statute law, which is a rule of action prescribed or enacted by the legislative power, and promulgated and recorded in writing. But the common law is a rule of action which derives its authority from long usage or established custom, which has been immemorially received and recognized by judicial tribunals. As this law can be traced to no positive statutes, its rules or principles are to be found only in the records of courts, and in the reports of judicial proceedings. The common law is in force in England, and its essential features are recognized by the supreme courts of every state in the Union, as well as by the supreme court of the United States.



|    |                                                                                                                                                                                                                                        |                                                                                       |
|----|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| 60 | until they rendered a 'verdict, unless the court directed 'otherwise. (§6.) But juries in ' <i>modern times</i> are not bound to such exact rules, and instances 'frequently occur in which they do not come to any 'agreement, and    | Decision.<br>To the contrary.<br>This age.<br>Often.<br>Verdict.                      |
| 65 | are 'dismissed by the court: the case must then be tried ' <i>de novo</i> . At other times, when they find it 'difficult to determine all the points in dispute, from the 'perplexity of evidence, and the 'obscurity of law, they may | Discharged.<br>Anew.<br>Troublesome<br>Entangle-<br>ment.<br>Unintelligi-<br>bleness. |
| 70 | render a 'special verdict, which is done, either by 'stating all the evidence in general terms, and requesting the 'court to decide the case for them, or by finding the 'facts of the case for the 'plaintiff or defendant, but       | Peculiar.<br>Recounting.<br>Justices.<br>Truth.<br>Prosecutor.                        |
| 75 | requesting the 'judges to decide the case according to 'law.                                                                                                                                                                           | Court.<br>Legal princi-<br>ples.<br>Demand.                                           |
|    | (§ 7.) Criminal prosecutions 'require of jurors the most 'unwavering firmness; they are selected as 'impartial judges, and should                                                                                                      | Steady.<br>Correct.                                                                   |
| 80 | not 'incline either to the side of leniency towards the 'criminals, nor on the other hand be unjustly anxious for 'conviction. In the United States, the 'tendency of juries is probably always to favor the side of the 'guilty,      | Lean.<br>Misdoers.<br>Condemna-<br>tion.<br>Inclination.                              |
| 85 | and consequently it is this 'weakness of our 'nature that jurors have most to guard against.                                                                                                                                           | Criminals.<br>Infirmity.                                                              |
|    | (§ 8.) The certainty of immediate 'punish-                                                                                                                                                                                             | Disposition.<br>Suffering.                                                            |

force? (§ 6.) 21. What can you say of jurors in modern times? 22. What instances occur? 23. When the jury are dismissed by the court, what must be done? 24. What is a special verdict? 25. In what two ways may a jury find a special verdict? (§ 7.) 26. What is the duty of jurors in criminal prosecutions? (§ 8.) 27. What is the surest pre-

|     |                                                        |                            |
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|     | ment is the surest preventive of 'crime ; and          | Wickedness.                |
|     | the inadequacy of law, or the laxity of juries         | Looseness.                 |
| 90  | towards criminals, has a strong 'tendency              | Influence.                 |
|     | to lead the injured parties to take 'justice into      | The law.                   |
|     | their own hands, and 'summarily avenge                 | Quickly.                   |
|     | their real or supposed 'wrongs. This state of          | Injuries.                  |
|     | society is the more to be 'dreaded, as all law         | Fearcd.                    |
| 95  | is thus trampled on, and 'anarchy, one of the          | Want of justice.           |
|     | 'hideous monsters that have crushed all other          | Frightful.                 |
|     | republics, is thereby 'fostered. (§ 9.) It re-         | Cherished.                 |
|     | quires but little ' <i>acquaintance with</i> human na- | Insight into.              |
|     | ture to know, that wherever 'crime can be              | Misdemeanors.              |
| 100 | committed with the greatest 'impunity, there           | Exemption from punishment. |
|     | both property and life are the most 'insecure.         | Unsafe.                    |
|     | It is, however, 'natural for those who are             | Usual.                     |
|     | 'interested, or expect so to be, to "declaim           | Concerned.                 |
|     | 'eloquently against the horrid law," and dwell         | Fluently.                  |
| 105 | most 'pathetically upon the claims of hu-              | Feelingly.                 |
|     | manity. Jurors should however 'remember,               | Bear in mind               |
|     | that the 'purest principles of true humanity           | Most genuine               |
|     | require them to 'protect the innocent and              | Shield.                    |
|     | punish the guilty; that the 'amount of human           | Sum.                       |
| 110 | 'suffering is infinitely less, confined to one         | Misery.                    |
|     | criminal, than extended to many 'victims;              | Sufferers.                 |
|     | and that the " 'horrid law" has made the fol-          | Cruel.                     |
|     | lowing most 'humane provisions in reference            | Benevolent.                |
|     | to criminal 'prosecutions. (§ 10.) In cases            | Arraignments.              |

ventive of crime? 28. What has a tendency to lead persons to become avengers of their own real or supposed wrongs? 29. Why is this state of society to be dreaded? 30. What part of speech is *that*, in the 96th line? 31. When is *that* a relative pronoun? 32. When is it an adjective pronoun? 33. When is it a conjunction? (§ 9.) 34. What is it natural to expect from those directly or indirectly interested in criminal cases? 35. What is the most com-

|     |                                                 |                              |
|-----|-------------------------------------------------|------------------------------|
| 115 | of 'offences against government, the accused    | Treason.                     |
|     | at trial has the right to 'exclude thirty-five  | Reject.                      |
|     | jurors, without 'assigning any reason, and      | Giving.                      |
|     | also the privilege of 'preventing any man       | Hindering.                   |
|     | from 'serving as a juror, who is supposed to be | Acting.                      |
| 120 | unfriendly or 'incompetent: and in all other    | Unfit.                       |
|     | criminal 'cases, the accused or his counsel,    | Suits.                       |
|     | at trial, may object to and 'exclude twenty     | Shut out.                    |
|     | men, without 'assigning any cause whatever      | Rendering.                   |
|     | for so doing. The accused also has the 'pri-    | Right.                       |
| 125 | vilege of 'challenging the whole panel of       | Excluding.                   |
|     | jurors for any just cause, or he may 'chal-     | Object to.                   |
|     | lenge " 'to the polls." Or if the accused can   | Any particu-<br>lar jurors.  |
|     | make it appear that the community are 'pre-     | Biassed.                     |
|     | judiced, the trial must be 'removed to some     | Changed.                     |
| 130 | other 'place.                                   | Situation.                   |
|     | (§ 11.) The number of names of 'jurors          | Triers.                      |
|     | 'returned to court varies; there are usually    | Given.                       |
|     | forty-eight or seventy-two, whose 'names        | Appellations.                |
|     | are written on 'tickets, and generally put      | Papers.                      |
| 135 | into a small 'receptacle: when a cause is       | Box.                         |
|     | called, the first twelve of those 'persons      | Individuals.                 |
|     | whose names shall be 'drawn from the box,       | Taken.                       |
|     | serve as jurors, unless 'challenged or excused; | Objected to.                 |
|     | but in criminal 'cases it frequently happens    | Suits.                       |
| 140 | that the 'entire number of names is drawn       | Whole.                       |
|     | without obtaining 'the requisite number. The    | Twelve suit-<br>able jurors. |
|     | 'deficiency is then supplied by summoning       | Want.                        |

mendable humanity? (§ 10.) 36. What humane provisions have been  
 made by the law? 37. What is the meaning of the prefix *im* before  
*punish*, in the 100th line? 38. What is the meaning of the prefix *in*  
 before *secure*, in the 101st line; before *nocent*, in the 108th line; before  
*finutely*, in the 110th line; before *competent*, in the 120th line? (§ 11.)  
 39. What words are neither definitions nor synonyms in section 11?



|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                 |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>'men to act as jurors from the spectators in court. (§ 12.) There are two 'methods of<br/> 145 determining whether the juror 'challenged is competent, and has no 'partiality for either of the parties. First the court may 'appoint two indifferent 'persons, who must be sworn to 'try the first jurors, who when found ca-<br/> 150 pable by the first triers are 'sworn and become the sole 'triers of all the other jurors for that case; this is the plan of the 'common law. Secondly, the 'judges may themselves be the triers of the jury; this is the '<i>more expedi-</i><br/> 155 <i>tious</i> way, and is 'sanctioned by several of the states of our 'country.</p>  | <p>Talesmen.<br/> Ways.<br/> Excluded.<br/> Bias.<br/> Name.<br/> Individuals.<br/> Examine.<br/> Affirmed.<br/> Judges.<br/> Unwritten.<br/> Court.<br/> Quickest.<br/> Approved.<br/> Nation.</p>             |
| <p>(§ 13.) There are also other 'lenient provisions of law in favor of 'accused persons. The 'impeached party must be made ac-<br/> 160 quainted with the 'charges, in writing, previous to the day of trial, and have a '<i>list of the names</i> of the jurors, their 'business and residence; also '<i>a list</i> of all the witnesses who are 'summoned to appear in the case.<br/> 165 The law also 'provides that the accused may 'summon witnesses to prove either innocence, or the 'mitigation of the alleged offence, and further that the 'accused party may have the 'selection of counsel for assisting in making<br/> 170 the 'best possible defence; again, no one</p> | <p>Kind.<br/> Indicted.<br/> Arraigned.<br/> Allegations.<br/> Panel.<br/> Avocation.<br/> The names.<br/> Notified.<br/> Enacts.<br/> Cite.<br/> Alleviation.<br/> Suspected.<br/> Choice.<br/> Strongest.</p> |

40. How many jurors' names are usually returned to court? 41. Who serve as jurors on any case that is called? 42. What are *talesmen*? (§ 12.) 43. What methods are there of determining whether a juror that is challenged is capable of serving? (§ 13.) 44. What are some of the lenient provisions of the law in favor of criminals? 45. What must be done before any one can be put on trial for any heinous of-

|                                                      |                      |
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| can be 'put on trial for any heinous offence,        | Placed.              |
| until 'thought guilty by at least twelve disin-      | Considered.          |
| interested men on the grand jury, and in 'cases      | Finding a true bill. |
| of indictment the grand jury must be 'sus-           | Upheld.              |
| 175 tained by 'respectable sworn witnesses.—         | Reputable.           |
| (§ 14.) If a jury has 'found a verdict against       | Declared.            |
| any one, and there has been any 'transac-            | Proceeding.          |
| tion whatever during the trial, 'prejudicial         | Injurious.           |
| to the prisoner, the 'judges by law are bound        | Bench.               |
| 180 to grant a new 'trial. But if the party is       | Hearing.             |
| once 'acquitted, there can be no new trial,          | Set free.            |
| however 'fraudulent may have been the                | Illegal.             |
| means by which he 'obtained his acquittal.*          | Acquired.            |
| Again, in 'doubtful cases, the law commands          | Uncertain.           |
| 185 the accused to be 'acquitted. No prisoner        | Released.            |
| can ever be 'convicted, if eleven jurors con-        | Found guilty.        |
| sider him 'guilty, and only one is in his favor,     | In fault.            |
| 'i. e., no one can be convicted, until at least      | That is.             |
| twelve grand jurors and twelve 'petit jurors         | Traverse.            |
| 190 have, on oath, 'declared to that effect, accord- | Averred.             |
| ing to the 'evidence and the best of their           | Testimony.           |
| 'judgment. Moreover, in addition to the              | Opinion.             |
| perfect 'unanimity of twenty-four sworn ju-          | Agreement.           |
| rors, must be added also the 'assent of sworn        | Unanimity.           |
| 195 witnesses, and the 'concurrence of the court.    | Approval.            |

fence? 46. By what must the grand jury be sustained in cases of indictment? (§ 14.) 47. What is done when an unfair verdict is rendered against any criminal? 48. What is done when an unfair verdict is given in a felon's favor? 49. When eleven jurors are for conviction, and one against it, what is then done? 50. Before any punishment can be inflicted upon any criminal, how many honorable and disinterested men must consider him guilty? 51. Who besides the at-least twenty-four jurors must also concur in opinion that he deserves punishment? 52. Are convictions generally sanctioned by more than twenty-four jurors?

\* See Article V., Amendments of the Constitution, page 143.

## LESSON XLV.

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                       |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>(§ 1.) THE 'remarks in this book have no reference 'whatever to the propriety or impropriety of 'continuing existing modes of punishment, but are 'intended to show that the 5 regulations of society should be 'infallibly put in force, and so long as juries 'efficiently and 'properly perform their duties, there is no danger of 'convicting innocent persons: that the innocent, and society '<i>in the aggregate</i>, have 10 rights as well as 'felons; that so long as laws exist, they should be 'administered with certainty, scrupulous justice, and 'impartiality, by those who have charge of their 'execution.</p> | <p>Observations<br/>At all.<br/>Perpetuating<br/>Designed.<br/>Invariably.<br/>Well.<br/>Faithfully.<br/>Condemning.<br/>As one body.<br/>Ruffians.<br/>Enforced.<br/>Rectitude.<br/>Application.</p> |
| <p>(§ 2.) It has been intended to 'show that 15 our 'laws are reasonable and humane, in giving 'alleged criminals an ample chance of 'justification; that no one can ever be 'condemned without a fair hearing. It may be remarked that our laws 'emanate from 20 the people, and should be 'administered for the 'good of the people, and not rendered 'null for the temporary benefit of individuals; that a constant desire for 'change is agitating the minds of the community in 'reference to 25 our laws; and that they must 'inevitably 'change either for the better or for the worse:</p>                                   | <p>Demonstrate<br/>Statutes.<br/>Supposed.<br/>Defence.<br/>Convicted.<br/>Proceed.<br/>Put in force.<br/>Advantage.<br/>Void.<br/>Alteration.<br/>Relation.<br/>Certainly.<br/>Be altered.</p>       |

(§ 1.) 1. What is the purport of the remarks in this book upon the laws? 2. Why ought laws to be impartially executed? (§ 2.) 3. What is the character of our laws in reference to alleged criminals? 4. From whom do laws emanate? 5. Should the people be afraid of laws of their own making? 6. If the representatives of the people make a bad law, what may be done? 7. What is a strong argument



hence the necessity of 'universal moral edu-  
 cation. (§ 3.) There is reason to 'apprehend  
 that, from the eloquence of lawyers, the 'neg-  
 30 ligence of juries, and the 'clemency of execu-  
 tives, a great many dangerous 'offenders are  
 annually let loose, to prey upon and 'mar the  
 happiness of the people; that the 'loop-holes for  
 the escape of 'criminals are annually increas-  
 35 ing; that the 'punishment of crime by human  
 law is more and more 'uncertain; that the  
 law is 'reverenced less and less; that gilded  
 'crimes and moneyed offenders frequently go  
 unpunished, and that the most 'atrocious have  
 40 at their 'mercy the property, the morals, and  
 the lives of the 'innocent, whose numbers  
 alone form a barrier to their 'rapacity.

(§ 4.) Is there no danger that 'degeneracy  
 and corruption, 'mob law and anarchy, will  
 45 'inevitably overrun the country; that the  
 hands of ignorance, and the tools of 'tyrants  
 will 'insidiously disseminate throughout this  
 Union the fatal error, that the 'punishment of  
 criminals is 'oppression, and their indiscrimi-  
 50 nate acquittal philanthropy—and that the 'me-  
 anderer train to a 'mammoth powder-maga-  
 zine will be lighted without 'warning the peo-  
 ple of the danger of an 'overwhelming explo-  
 sion. (§ 5.) The more 'critically and exten-  
 55 sively our laws are examined, in 'reference to

General.  
 Fear.  
 Inattention.  
 Favor.  
 Depredators.  
 Impair.  
 Avenues.  
 The guilty.  
 Correction.  
 Doubtful.  
 Regarded.  
 Offences.  
 Wicked.  
 Disposal.  
 Unoffending.  
 Devastation.  
 Deterioration  
 Lynch.  
 Certainly.  
 Kings.  
 Cunningly.  
 Chastisement  
 Despotism.  
 Winding.  
 Huge.  
 Notifying.  
 Irresistible.  
 Accurately.  
 Relation.

in favor of universal moral education? (§ 3.) 8. What is there rea-  
 son to apprehend? (§ 4) 9. What follow degeneracy and corrup-  
 tion? 10. What dangerous and fatal opinions may be insidiously  
 disseminated? 11. To what will this opinion, if allowed to prevail,  
 lead? (§ 5.) 12. What effect has a critical examination of our laws?

|                                                     |                 |
|-----------------------------------------------------|-----------------|
| the trials of criminals, the more 'transcendent     | Superior.       |
| will their 'wisdom and humanity appear, com-        | Justness.       |
| pared with those of other 'countries. Indeed,       | Nations.        |
| so perfect are they in this 'respect, that it seems | Regard.         |
| 60 impossible that 'an <i>innocent</i> person could | A guiltless.    |
| ever be 'convicted. It should, however, be          | Condemned.      |
| 'borne in mind, that any law which, while it        | Kept.           |
| professes to 'protect the property and lives of     | Guard.          |
| citizens, 'permits reckless persons to burn their   | Allows.         |
| 65 houses, 'seize their property, or take their     | Steal.          |
| lives; and then, out of 'professed philan-          | Pretended.      |
| thropy, lets them escape or 'pardons them,          | Forgives.       |
| 'sanctions the most oppressive despotism.           | Sustains.       |
| (§ 6.) The law in its 'administration grows         | Dispensation    |
| 70 either better or worse; the trial by 'jury must  | Citizens.       |
| make either a 'progressive advancement, or          | Constant.       |
| 'decline in its power to protect and bless the      | Grow weaker.    |
| larger and better 'portion of mankind. To           | Part.           |
| the juries of the country is 'committed the         | Entrusted.      |
| 75 correct administration of 'justice; they are     | Law.            |
| equally bound to 'convict the guilty and pro-       | Condemn.        |
| tect the innocent; 'consequently, they should       | Hence.          |
| exercise their utmost 'sagacity, and have pa-       | Penetration.    |
| tience to enter into the minutest 'details; they    | Particulars.    |
| 80 should be slow to convict on the 'testimony      | Evidence.       |
| of dissolute and 'immoral witnesses, slow to        | Vicious.        |
| convict persons known for 'probity of cha-          | Integrity.      |
| acter, and for leading 'exemplary lives, still      | Praiseworthy    |
| slower to 'acquit infamous persons, whom            | Set at liberty. |

13. What seems impossible? 14. What is every law that without reason acquits or pardons convicts? (§ 6.) 15. How does the law in its administration grow? 16. What are your reasons for this opinion? 17. What is the difference between *voters* and *juries*, in the 74th line?

|                                                      |               |
|------------------------------------------------------|---------------|
| 85 they believe 'guilty, with the evidence pre-      | Criminal.     |
| ponderating against them. (§ 7.) 'Sometimes          | Occasionally. |
| they may 'honestly differ from the judges ;          | Sincerely.    |
| they may even know what is 'deposed in court         | Sworn to.     |
| to be absolutely 'false, when such evidence          | Untrue.       |
| 90 may be alike unknown to the 'counsel and the      | Lawyers.      |
| court. 'They should endeavour to 'divest             | Free.         |
| themselves of every particle of 'prejudice—          | Bias.         |
| to act as the impartial 'arbiters between man        | Judges.       |
| and man, 'irrespective of personal fear or           | Without re-   |
| 95 personal favor, popular 'applause or popular      | gard to.      |
| 'indignation. The turning of a ravening beast        | Praise.       |
| into the fold is as much to be 'dreaded, as the      | Censure.      |
| 'possibility of cruelly confining an innocent        | Feared.       |
| sheep in the 'guise of a wolf.                       | Likelihood.   |
| 100 (§ 8.) When we consider the 'general ex-         | Clothing.     |
| cellency of our laws, the 'wisdom and spot-          | Humanity      |
| less 'integrity of the American judiciary as         | Prudence.     |
| a 'body, the ample provision already made            | Purity.       |
| to 'befriend criminals, and the very great           | Class.        |
| 105 'pecuniary advantage it is to the lawyers who    | Aid.          |
| are 'selected to defend them, to procure their       | Profit.       |
| 'acquittal, we may be assured that nothing is        | Chosen.       |
| to be feared from the 'oppression of law,            | Liberty.      |
| 'administered as it always must be, in all its       | Grievance.    |
| 110 'essential features, by jurors selected from the | Dispensed.    |
|                                                      | Important.    |

18. Repeat the substance of section six. (§ 7.) 19. May any juror ever honestly differ from the judges? 20. What are your reasons for this opinion? 21. What is the difference between *counsel* and *lawyers*, in the 90th line? 22. What should all jurors endeavour to do? (§ 8.) 23. What is there peculiar in parsing *sheep*? 24. Is *humanity*, in the 100th line, either a definition or synonym of *general excellency*? 25. What are your reasons for this opinion? 26. Are *liberty* and *acquittal*, in the 107th line, either synonyms or definitions? 27. What is most to be feared in criminal prosecutions? 28. Why should *Executives* be



|                                                       |                          |
|-------------------------------------------------------|--------------------------|
| mass of the people. The 'danger then rests            | Risk.                    |
| with the improper 'management of jurors               | Conduct.                 |
| themselves, and the ' <i>Pardoning Power</i> . (§ 9.) | Executives.              |
| Independent of these, and many other 'ra-             | Reasonable.              |
| 115 tional and kind privileges 'allowed by law,       | Granted.                 |
| criminals, who are ever 'vigilant to destroy          | Watchful.                |
| the 'peace of society, and the lives of its in-       | Welfare.                 |
| nocent members, 'resort to the most artful,           | Have recourse.           |
| fraudulent, and 'untiring means to get their          | Indefatigable            |
| 120 friends 'placed on the juries, or they set forth, | Put.                     |
| in the most 'pathetic appeals by counsel, or          | Feeling.                 |
| otherwise, the cruelty of inflicting 'pain when       | Torment.                 |
| it cannot restore the 'dead to life, and by the       | Deceased.                |
| 'mazes of the law, the conscientious scruples         | Intricacies.             |
| 125 of those who lose sight of the 'welfare of the    | Good.                    |
| many, and look solely to the present 'grati-          | Indulgence.              |
| fication of the individual, they 'adopt many          | Put in requi-<br>sition. |
| devices that are never 'resorted to on the            | Embraced.                |
| part of the ' <i>agents of the innocent</i> .         | States-Attor-<br>neys.   |
| 130 (§ 10.) To such ' <i>an ascendancy</i> has the    | A pitch.                 |
| 'eloquence and the skill of some lawyers              | Oratory.                 |
| 'attained in some sections of the country,            | Reached.                 |
| that it is often remarked by the 'people, that        | Inhabitants.             |
| if a 'criminal, no matter how aggravated              | Misdoer.                 |
| 135 may be his crime, can 'secure the services        | Obtain.                  |
| of certain lawyers, he is 'sure of an acquittal.      | Certain.                 |
| It is a happy and 'just feeling of our nature         | Right.                   |

the marginal word for *Pardoning Power*, when it is neither a definition nor a synonym? (§ 9.) 29. Do criminals resort to any but legal means to obtain exemption from punishment? 30. What are some of the arguments used by those who wish to obtain the acquittal of felons? (§ 10.) 31. What is often remarked in some sections of the country? 32. Should we generally sympathize with the oppressed and distressed? 33. When a person is robbed, or has his dwelling burned

|                                                                                                                                                                                                                                       |                       |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------|
| to 'sympathize with the sufferings and afflictions of the oppressed. And this is, 'per-                                                                                                                                               | Feel for.             |
| 140 haps, the most effective weapon used in 'oratorical dexterity, to 'captivate and win the verdict of an 'unreflecting jury. It is the business of the 'lawyer to use every argument in favor of his side of the 'question ;        | Probably.             |
| his 'pecuniary interest and his professional reputation, alike 'demand it. (§ 11.) If a party 'is really guilty, it is he, and not the law that is the 'oppressor. He, and not the law, 'should suffer. He, and not the whole com-    | Rhetorical.           |
| 150 munity, should endure the 'penalty of its violation. Any one guilty of a 'revolting crime, though in a more 'obscure or limited way, is as much the 'usurper of the rights of man, the oppressor of the innocent, the 'violator   | Fascinate.            |
| 155 and destroyer of law and 'rational liberty, as a Tarquin, a Caligula, or a Nero. 'Any juror, in criminal 'prosecutions, who allows the eloquence of 'counsel on either side to sway his better judgment, who 'entertains          | Unreasoning.          |
| 160 prejudice against, or false 'sympathy for, either the 'prosecution or defence, is throwing his 'influence against the purity and the 'sanctity of the law. If the accused is guilty, and a juror by any means 'contributes to his | Jurist.               |
|                                                                                                                                                                                                                                       | Issue.                |
|                                                                                                                                                                                                                                       | Monetary.             |
|                                                                                                                                                                                                                                       | Require.              |
|                                                                                                                                                                                                                                       | Has violated the law. |
|                                                                                                                                                                                                                                       | Tyrant.               |
|                                                                                                                                                                                                                                       | Ought to.             |
|                                                                                                                                                                                                                                       | Privations.           |
|                                                                                                                                                                                                                                       | Horrible.             |
|                                                                                                                                                                                                                                       | Humble.               |
|                                                                                                                                                                                                                                       | Assailant.            |
|                                                                                                                                                                                                                                       | Breaker.              |
|                                                                                                                                                                                                                                       | Reasonable.           |
|                                                                                                                                                                                                                                       | Every.                |
|                                                                                                                                                                                                                                       | Arraignments.         |
|                                                                                                                                                                                                                                       | Attorneys.            |
|                                                                                                                                                                                                                                       | Cherishes.            |
|                                                                                                                                                                                                                                       | Kindness.             |
|                                                                                                                                                                                                                                       | State.                |
|                                                                                                                                                                                                                                       | Power.                |
|                                                                                                                                                                                                                                       | Holiness.             |
|                                                                                                                                                                                                                                       | Countenances.         |

by another, who is the oppressed, the unfortunate person who sustains such losses, or the one who commits such aggressions? 34. Are heinous felons then oppressors, or are they oppressed by the law? (§ 11.) 35. Who should suffer when a crime is committed? 36. Who should always suffer for the violation of the law? 37. Is there more than one authorized way to spell *defence*, in the 161st line? 38. What does every juror who countenances the escape of criminals? 39. Does

165 escape, he 'aids the worst of despots, who  
totally disregards 'suffering and oppressed  
innocence; he is the actual 'abettor of crime;  
he throws his 'weight in favor of one who  
aims to 'destroy the peace and harmony of  
170 society, and the laws of this free 'republic.

(§ 12.) Any juror who 'lends his influence  
to set at liberty the 'prowling robber, and  
the midnight murderer, is equally 'recreant  
to his duty, as he would be if he 'knowingly  
175 aided in 'convicting an innocent man, — the  
'saying which has filled so many lawyers'  
pockets with gold to the 'contrary notwith-  
standing, "that it is 'better that ninety-nine  
'guilty persons should escape, than that one  
180 innocent person should 'suffer." The fact is,  
this saying originated in a 'monarchical  
country, and is totally 'inapplicable to the  
soil of a free republic, whose 'laws are infi-  
nitely more 'lenient, and should be infinitely  
185 more certain to punish. It was 'undoubtedly  
'intended to minister to the unbridled pas-  
sions and 'unhallowed crimes of royal princes,  
dukes, marquises, 'earls, viscounts, and ba-  
rons; all the 'nobility of England have more  
190 or less escaped '*unwhipped of justice*, from  
this saying, uttered by a 'pampered pet of  
royal 'favor. (§ 13.) But where and when

Assists.  
Distressed.  
Ailer.  
Influence.  
Subvert.  
Country.  
Gives.  
Plundering.  
False.  
Intentionally  
Condemning.  
Adage.  
Opposite.  
Preferable.  
Criminal.  
Be condemn-  
ed.  
Tyrannical.  
Foreign.  
Statutes.  
Mild.  
Certainly.  
Designed.  
Desecrated.  
Counts.  
Hereditary  
ranks.  
With impu-  
nity.  
Nourished.  
Partiality.

every one who indirectly aids in the escape of criminals contribute to the ruin or the support of our free institutions? (§ 12.) 40. Is it right or wrong to aid criminals to escape the penalty of the law? 41. What are your reasons for this opinion? 42. What saying has contributed most to this effect? 43. Whence did this adage originate? (§ 13.)



|     |                                                 |                            |
|-----|-------------------------------------------------|----------------------------|
|     | has it ever 'protected poverty and innocence?   | Shielded.                  |
|     | 'Certainly not in our country, for in cases of  | Surely                     |
| 195 | 'doubt, the law requires the jury to acquit,    | Uncertainty.               |
|     | and the 'conviction of the innocent is next to  | Condemnation.              |
|     | an impossibility; but if there is no 'doubt,    | Question.                  |
|     | the acquittal of a criminal is 'upholding des-  | Sustaining.                |
|     | potism, it is 'giving the few — those “ who     | Bestowing upon.            |
| 200 | fear not God, nor 'regard man”—the privi-       | Respect.                   |
|     | lege to 'revel on the fruits of the labors, and | Feast.                     |
|     | trample upon the 'happiness and the lives of    | Comforts.                  |
|     | the many with 'impunity. He who counte-         | Exemption from punishment. |
|     | nances criminals, the 'enemies of rational      | Opponents.                 |
| 205 | freedom, upholds them in 'setting at defiance   | Putting.                   |
|     | the infallible laws of 'God.                    | The Deity.                 |

|     |                                                |                         |
|-----|------------------------------------------------|-------------------------|
|     | (§ 14.) It is therefore 'incumbent on all      | Especially the duty of. |
|     | jurors in the Union to use their 'utmost saga- | Greatest.               |
|     | city and discrimination, alike for the 'plain- | Prosecution.            |
| 210 | tiff and 'defendant, in civil suits as well as | Defence.                |
|     | criminal, to 'view the cases before them in    | Examine.                |
|     | all their 'bearings, to reason, to think, and  | Variations.             |
|     | 'investigate for themselves, and with an en-   | Inquire.                |
|     | lightened and 'unduped zeal to pursue their    | Undeceived.             |
| 215 | course with 'unwavering rectitude, ever re-    | Undeviating.            |
|     | membering that they are the most 'efficient    | Effective.              |
|     | judicial officers of the 'country, that upon   | Land.                   |
|     | them 'depends the honor and the dignity of     | Rests.                  |
|     | our lenient and 'humane laws, and the en-      | Benevolent.             |
| 220 | during glory of our 'unequalled institutions.  | Incomparable.           |
|     | Every 'unjust verdict of an American jury,     | Illegal.                |

44. Do the innocent in our country stand in need of this saying? 45. Is there any danger with us the innocent will be punished? 46. What may the unjust acquittal of criminals be rightly termed? 47. Who support criminals? 48. Who support tyrants? (§ 14.) 49. What is incumbent on every juror in the Union? 50. What is the difference

|                                                                                                                                                              |            |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------|------------|
| from criminal 'suits, however aggravated, to<br>'civil suits, however trifling, is the sapper's<br>blow at the 'foundation of the Temple of<br>225 'Liberty. | Cases.     |
|                                                                                                                                                              | Pecuniary. |
|                                                                                                                                                              | Base.      |
|                                                                                                                                                              | Freedom.   |

between *unjust* and *illegal* in the 221st line? 51. What bad effect have the unjust verdicts of juries even in trifling pecuniary cases?

### LESSON XLVI.

#### DUTIES AND RESPONSIBILITIES OF CIVIL MAGISTRATES.

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                         |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------|
| (§ 1.) A 'civil magistrate* is a public<br>officer, 'charged with some executive part<br>of the government. In 'treating of the duties<br>and responsibilities of civil 'magistrates in<br>5 this book, 'reference will be had solely to<br>their connection with juries, in 'relation to<br>'culprits; duties which it is deemed impor-<br>tant that every citizen 'throughout the coun-<br>try should understand. In the 'outset it may<br>10 be observed, that the 'pardoning power of<br>executives in the United States is 'co-exten-<br>sive with that of the most 'absolute despot<br>in the world. (§ 2.) The 'presidents and go-<br>vernors of these United States, 'have now<br>15 the same unlimited power to 'pardon that<br>was exercised by kings in 'by-gone centu- | Civic.                  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Intrusted.              |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Discoursing<br>on.      |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Rulers.                 |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Allusion.               |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Respect.                |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Convicts.               |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | All over.               |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Beginning.              |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Remitting.              |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Equally unli-<br>mited. |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Unlimited.              |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Chief officers.         |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Possess.                |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Forgive.                |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Past.                   |

(§ 1.) 1. Parse *duties*, in the 7th line. 2. Also *which*. 3. Where are *who*, *which* and *what*, in the objective case, always placed? 4. What is always the form of *who*, in the objective case? (§ 2.) 5. What is the difference between *pardon* and *forgive*, in the 15th line? 6. What

\* A full illustration of the powers and extent of the judicial, financial, and other incorporated institutions of the United States, is contained in the *Citizen's Manual*, by Joseph Bartlett Burleigh.

ries, when the world was just 'emerging  
 from barbarian 'darkness, when hundreds of  
 thousands of 'innocent persons suffered the  
 20 most 'revolting tortures for no crime whatever,  
 and were even 'burned alive at the stake by  
 the hands of 'deluded ignorance.\* No longer  
 'ago than the middle of the seventeenth cen-  
 tury, it was deemed a reproach to the 'Turks  
 25 that they had neither witches nor 'demoniacs  
 among them, and urged as a 'decisive proof  
 of the falsity of their 'religion.† (§ 3.) How  
 'wonderful, how incredible, has been the  
 'improvement of human society! for in every  
 30 'country where then such savage cruelties,  
 such horrible excesses against 'reason, against  
 'humanity, and the religion of the Bible,  
 were 'committed, the enlightened principles  
 of 'true Christianity are now beginning to  
 35 bless 'mankind.

(§ 4.) It must not, however, be 'understood  
 that the 'banishment of those barbarian cus-  
 toms was 'owing to the wisdom and human-  
 ity of the '*civil magistrates* of those coun-  
 40 tries; for the history of the world 'shows,  
 that wherever man has been found 'incapable

Issuing.  
 Gloom.  
 Unoffending.  
 Abhorrent.  
 Consumed.  
 Blind.  
 Past.  
 Moslems.  
 Possessed  
 persons.  
 Conclusive.  
 Faith.  
 Marvellous.  
 Advancement.  
 Land.  
 Justice.  
 Benevolence  
 Perpetrated.  
 Time-honor-  
 ed.  
 Man.  
 Imagined.  
 Expulsion.  
 Due.  
 Rulers.  
 Proves.  
 Uncapable.

is meant by the phrase, "burned alive at the stake," in the 21st line?  
 7. Near the middle of what century are we now living? 8. How  
 do we find the distinctive name of any century? 9. Explain  
 the reason of this. 10. What is the difference between *Turks* and  
*Moslems*, in the 24th line? 11. Is the word *demoniacs*, in the 25th line,  
 correctly defined by the term, *possessed persons*? (§ 3.) 12. What are  
 the improvements of society to be attributed to? (§ 4.) 13. To what  
 was the banishment of these barbarian customs owing? 14. Are those

\* It is estimated that upwards of one hundred thousand innocent persons have been con-  
 demned to death for witchcraft.

† Essay on Crimes and Punishments: translated from the French, by Edward D. Ingraham.



|                                                        |                      |
|--------------------------------------------------------|----------------------|
| of self-government, there 'also has been               | Too.                 |
| exhibited in the ' <i>most glaring</i> light his total | Clearest.            |
| 'incapacity to govern others. 'This remark-            | Unfitness.           |
| 45 able improvement in human 'society has been         | Intercourse.         |
| brought about by the 'enlightening influence           | Illuminating.        |
| of wide-spread 'education, and the humane              | Instruction.         |
| effect of the 'religion of Christ on the minds         | Doctrines.           |
| of the people. No 'people have ever main-              | Race.                |
| 50 tained for any 'length of time their national       | Extent.              |
| liberties, who did not 'understand the duties          | Comprehend           |
| and 'responsibilities of their civil magistrates.      | Accounta-<br>bility. |
| (§ 5.) Even Greece, once the 'cradle of the            | Dwelling-<br>place.  |
| arts and sciences, the 'fountain of whatever           | Source.              |
| 55 was considered 'grand and noble among men,          | Great.               |
| by 'withholding proper education from the              | Keeping back         |
| 'mass of the people and keeping them igno-             | Bulk.                |
| rant of the 'duties and responsibilities of their      | Obligations.         |
| civil 'magistrates, lost its liberty: for the wise     | Officers.            |
| 60 were 'immolated or banished from the re-            | Sacrificed.          |
| public, because they were honest, and 'ex-             | Laid bare.           |
| posed the follies of the 'age, whereas those           | Times.               |
| who 'wheedled and 'cajoled the most, that              | Flattered.           |
| they might aggrandize themselves by pleasing           | Deceived.            |
| 65 the people, were most 'applauded, and reached       | Commended.           |
| the highest 'posts of honor and power. It              | Places.              |
| 'should never be forgotten that our own coun-          | Must.                |
| try once 'enjoyed less liberty than England,           | Had.                 |
| on account of being 'deprived of the liber-            | Debarred.            |

who are unable to govern themselves fit to rule others? 15. Have an ignorant people ever maintained their liberties for any length of time? (§ 5.) 16. Why is *cradle*, in the 53d line, defined by *dwelling-place*? 17. What term was used by the Greeks to denote banishment? 18. For what reason? 19. When did our country enjoy less liberty than

|                                                                                                                                                                                                                                       |               |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------|
| 70 ties* which the 'great charter secured to all Englishmen as an 'inalienable right; and that this deprivation 'caused the revolutionary war. (§ 6.) Our ancestors in England 'knew the duties and responsibilities of 'civil magis- | Magna Charta. |
| 75 trates, and when the British 'governor attempted to take the trial by jury 'out of the hands of the American people,† when he 'pardoned ‡ his 'menials and profligate nobles, for aggressions on the people, and 'violated the     | Inborn.       |
| 80 Declaration of Rights, he was 'proclaimed                                                                                                                                                                                          | Produced.     |
|                                                                                                                                                                                                                                       | Understood.   |
|                                                                                                                                                                                                                                       | Rulers.       |
|                                                                                                                                                                                                                                       | King.         |
|                                                                                                                                                                                                                                       | From.         |
|                                                                                                                                                                                                                                       | Forgave.      |
|                                                                                                                                                                                                                                       | Tools.        |
|                                                                                                                                                                                                                                       | Invaded.      |
|                                                                                                                                                                                                                                       | Declared.     |

England? 20. What is the meaning of *Magna Charta*? 21. From what king of England was it extorted? (§ 6.) 22. What caused the revolutionary war? 23. What did our ancestors know? 24. What should we understand? 25. What is meant by the phrase "our ancestors in England?" 26. Did the patriots of the revolution prize the liberties of their English ancestors? 27. What were some of the acts of ancient Englishmen in favor of liberty? (§ 7.) 28. Give a

\* The principles of these liberties are set forth, often nearly verbatim, in the Declaration of Rights. (See Lesson XX., page 86.)

† Extract from *Magna Charta*, confirmed by King Edward I., in the five-and-twentieth year of his reign, A. D., 1297, chap. xxix. "*None shall be condemned without trial. Justice shall not be sold or deferred.*"—No freeman shall be taken or imprisoned, or be disseized of his freehold, or liberties, or free customs, or be outlawed, or exiled, or any otherwise destroyed, nor will we not pass upon him, nor condemn him, but by lawful judgment of his peers, or by the law of the land. We will sell to no man, we will not deny, or defer to any man either justice or right."

(Also see section 7, page 97, American Manual.)

‡ From the English Statutes, enacted the second year of the reign of Edward III.:—"In what cases only pardon of felony shall be granted.—Whereas, offenders have been greatly encouraged, because the charters of pardon have been so easily granted in times past, of manslaughter, robberies, felonies, and other trespasses against the peace. It is ordained and enacted, That such charters shall not be granted, but only where the king may do it by his oath, that is to say, where a man slays another in his own defence, or by misfortune.

"In case of death of man, robberies, and felonies against the peace, divers acts of parliament have restrained the power of granting Charters of pardons. First, That no such Charters shall be granted, but in case where the king may do it by his oath. Secondly, That no man shall obtain Charters out of Parliament, Stat. 4 Edw. 3, c. 13.

"And accordingly in a parliament roll it is said, [for the peace of the land it would be much help, if good justices were appointed in every county, if such as be let to mainprize do put in good sureties, as esquires, or gentlemen: And that no pardon were granted, but by parliament.] Thirdly, For that the king hath granted pardons of felonies upon false suggestions; it is provided, That every Charter of felony which shall be granted at the suggestion of any, the name of him that maketh the suggestion shall be comprised in the Charter; and if the suggestion be found untrue, the Charter shall be disallowed.

"By the ancient and constant rule of law. *Non poterit rex gratiam facere cum injuria et damno aliorum; quod autem alienum est, dare non potest per suam gratiam.* In an appeal of death, robbery, violence, &c., the king cannot pardon the defendant, for the appeal is the suit of the party, &c., and whether the defendant be attainted by judgment, &c., or by outlawry, the pardon of the king shall not discharge him."

Lord Coke says, "These statutes are excellent instructions for a religious and prudent king to follow, for in these cases, *Ut summa potestatis Regia est posse quantum velit sic magnitudinis est velle quantum possit*, (as it is the highest kingly power to be able to act what he wills; so it is his greatness and nobleness to will only what he lawfully can.)"

Thus, it appears, that our English ancestors found it necessary to limit the pardoning power of their monarchs.—They found it unsafe to have the pardoning power solely in the hands of their sovereigns. Hence it seems that many Republican Executives may exercise greater pardoning powers than hereditary kings.

|                                                                                                                                                                                                                                  |                      |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------|
| a 'tyrant.* When it was found that the English king would not keep within the 'bounds their English brethren had 'prescribed to him, they 'resolved to shake off this power, as                                                  | Usurper.             |
| 85 their 'ancestors had done.†                                                                                                                                                                                                   | Limits.              |
| (§ 7.) It is 'deemed not inappropriate to give here an extract from Locke's 'Essay on Civil Government: "This holds 'true also concerning the supreme 'executor, who hav-                                                        | Established for.     |
| 90 ing a double 'trust put in him, both to have a 'part in the legislative and the supreme 'execution of the law, acts also against both, when he sets up his own 'arbitrary will as the 'law of the society. He acts contrary   | Determined.          |
| 95 to his trust, when he 'employs the force, 'treasure, and offices of the society, to corrupt the representatives, and 'gain them to his 'purposes: when he openly pre-engages the 'electors, and prescribes to their choice—   | Forefathers.         |
| 100 those whom he has by 'solicitations, threats, promises, or 'otherwise, won to his designs—and 'employs them to bring in those who have 'promised beforehand what to vote, and what to 'enact. (§ 8.) Thus to regulate candi- | Considered.          |
| 105 dates and electors, and 'new-model the ways                                                                                                                                                                                  | Treatise.            |
|                                                                                                                                                                                                                                  | Good.                |
|                                                                                                                                                                                                                                  | Ruler.               |
|                                                                                                                                                                                                                                  | Confidence.          |
|                                                                                                                                                                                                                                  | Share.               |
|                                                                                                                                                                                                                                  | Enforcement          |
|                                                                                                                                                                                                                                  | Absolute.            |
|                                                                                                                                                                                                                                  | Regulation.          |
|                                                                                                                                                                                                                                  | Uses.                |
|                                                                                                                                                                                                                                  | Wealth.              |
|                                                                                                                                                                                                                                  | Win.                 |
|                                                                                                                                                                                                                                  | Designs.             |
|                                                                                                                                                                                                                                  | Voters.              |
|                                                                                                                                                                                                                                  | Entreaties.          |
|                                                                                                                                                                                                                                  | In any other manner. |
|                                                                                                                                                                                                                                  | Uses.                |
|                                                                                                                                                                                                                                  | Agreed.              |
|                                                                                                                                                                                                                                  | Decree.              |
|                                                                                                                                                                                                                                  | Change.              |

synopsis of section seven? 29. What is the difference between *trust* and *confidence*, in the 90th line? 30. What is here said of those who pervert to a bad use the power entrusted to them by the people? 31. What bearing have the remarks concerning the abuse of the elective franchise, on the conduct of political parties in the United States? (§ 8.) 32. What is the difference between *tear* and *cut*, in the

\* See Lesson XXI. page 94.

† By the Magna Charta forced from King John, 1215. the Great Charter made by King Henry III., and confirmed by Edward I., various acts of Parliament, and the Revolution of 1688, the principles of liberty were secured to the people, and acknowledged by all succeeding sovereigns.



|     |                                                     |                    |
|-----|-----------------------------------------------------|--------------------|
|     | of election, what is it but to 'cut up the go-      | Tear.              |
|     | vernment by the 'roots, and poison the very         | Foundation.        |
|     | 'fountain of public security. For the people,       | Source.            |
|     | having 'reserved to themselves the choice of        | Kept.              |
| 110 | their representatives, as the 'fence to their       | Barrier.           |
|     | properties, could do it for no other 'end, but      | Purpose.           |
|     | that they might always be freely 'chosen;           | Selected.          |
|     | and so chosen, freely act and 'advise, as the       | Counsel.           |
|     | 'necessity of the commonwealth, and the             | Need.              |
| 115 | public 'good, should, upon examination and          | Welfare.           |
|     | mature 'debate, be judged to require. This,         | Discussion.        |
|     | those who 'give <i>their votes</i> before they hear | Are pledged.       |
|     | the debate, and have weighed the 'reasons           | Arguments.         |
|     | on all sides, are not capable of 'doing. (§ 9.)     | Performing.        |
| 120 | To prepare such 'an <i>assembly</i> as this, and    | A legislature      |
|     | endeavor to set up the declared 'abettors of        | Aiders.            |
|     | his own will, for the 'true representatives of      | Faithful.          |
|     | the people, and the 'lawmakers of the so-           | Legislators.       |
|     | ciety, is certainly as great a 'breach of trust,    | Violation.         |
| 125 | and as perfect a 'declaration of a design to        | Promulga-<br>tion. |
|     | 'subvert the government, as is possible to be       | Overthrow.         |
|     | met with. To which, if 'one shall add re-           | A person.          |
|     | wards and 'punishments visibly employed to          | Privations.        |
|     | the same end, and all the arts of 'perverted        | Misused.           |
| 130 | law made use of to 'take off and destroy all        | Put away.          |
|     | that stand in the way of such a 'design, and        | Plot.              |
|     | will not comply and consent to 'betray the          | Subvert.           |
|     | liberties of their country, it will be 'past        | Certain.           |

106th line? 33. Why should the purity of legislation be an especial object of our care? 34. Why are pledged representatives unfit to transact public business? (§ 9.) 35. What is the difference between *true* and *faithful*, in the 122d line? 36. Illustrate the meaning of these words in sentences. 37. Why is the word *one*, in the 127th line, defined by *a person*? 38. Give some examples. (§ 10.) 39. Why

|     |                                                                                                                                                                                                                              |               |
|-----|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------|
|     | <i>doubt</i> what is doing. What 'power they                                                                                                                                                                                 | Place.        |
| 135 | ought to have in the 'society, who thus employ it 'contrary to the trust that went along with it in its first institution, is easy to 'determine; and one cannot but 'see, that he who has once 'attempted any such thing as | Community.    |
|     |                                                                                                                                                                                                                              | Against.      |
|     |                                                                                                                                                                                                                              | Settle.       |
|     |                                                                                                                                                                                                                              | Observe.      |
|     |                                                                                                                                                                                                                              | Tried.        |
| 140 | this, cannot longer be 'trusted.                                                                                                                                                                                             | Confided in.  |
|     | (§ 10.) "Again, as to 'judicial ministers,                                                                                                                                                                                   | Justices.     |
|     | according to the 'observation made by 'the                                                                                                                                                                                   | Remark.       |
|     | <i>Father of Candor</i> , 'Should any one in that                                                                                                                                                                            | Locke.        |
|     | 'station of high trust and dignity temporize,                                                                                                                                                                                | Post.         |
| 145 | or ever 'join those in power, he must be                                                                                                                                                                                     | Unite with.   |
|     | 'despised by every one, as it is the power, not the person, he 'courts.'                                                                                                                                                     | Hated.        |
|     |                                                                                                                                                                                                                              | Solicits.     |
|     | (§ 11.) "Suppose any man 'base enough,                                                                                                                                                                                       | Unworthy.     |
|     | for 'a <i>pecuniary satisfaction</i> , or dishonorable                                                                                                                                                                       | Money.        |
| 150 | 'title, to concur in the introduction of arbitrary power into a free 'state. By what                                                                                                                                         | Rank.         |
|     | 'tenure will he hold his illegal acquisitions?                                                                                                                                                                               | Commonwealth. |
|     | What reasonable hope can he 'entertain                                                                                                                                                                                       | Title.        |
|     | that his 'posterity will enjoy the acquisition                                                                                                                                                                               | Feel.         |
|     | which he would 'transmit? Will he leave                                                                                                                                                                                      | Descendants.  |
| 155 | his children 'tenants at will to his hereditary and acquired 'fortune? It is said, the profligate and the needy have not any 'reflection: true. But will Britons 'make choice of such                                        | Pass down.    |
|     |                                                                                                                                                                                                                              | Occupiers.    |
|     |                                                                                                                                                                                                                              | Possessions.  |
|     |                                                                                                                                                                                                                              | Thought.      |
|     |                                                                                                                                                                                                                              | Select.       |
| 160 | to be the 'guardians of their property, their lives, and their 'liberties?"                                                                                                                                                  | Keepers.      |
|     |                                                                                                                                                                                                                              | Freedom.      |
|     | (§ 12.) "Liberty receives 'strength and                                                                                                                                                                                      | Power.        |

should a minister of the law refrain from interfering in political matters? (§ 11.) 40. Repeat section eleven. 41. What is said of those who, through motives of gain, deliver the liberties of their country into the hands of tyrants? 42. Who are destitute of reflection? 43.

|     |                                                     |              |
|-----|-----------------------------------------------------|--------------|
|     | vigor by wholesome laws, and 'a <i>punctual</i>     | An exact.    |
|     | observance of them; not by 'contemning or           | Despising.   |
| 165 | 'treading them under foot. Justice, equity,         | Trampling.   |
|     | and regularity, are all friends to 'liberty: she    | Freedom.     |
|     | cannot 'subsist without them; and in a word,        | Exist.       |
|     | courts Virtue as her 'chief and bosom friend,       | Greatest.    |
|     | and 'abhors Vice as her greatest enemy.             | Detests.     |
| 170 | (§ 13.) "When honors of any 'sort are               | Kind.        |
|     | 'prostituted, they are changed into marks of        | Basely used. |
|     | infamy and 'disgrace, and will be looked upon       | Reproach.    |
|     | by every honest mind with horror and 'dis-          | Contempt.    |
|     | dain; they are no longer 'badges of dignity,        | Marks.       |
| 175 | but yokes of 'servitude; no longer the price        | Slavery.     |
|     | of virtue, but the 'bribes of vice. They de-        | Inducements  |
|     | generate into the 'accoutrements of knaves          | Equipments.  |
|     | and fools, and become the ' <i>signs and tokens</i> | Marks.       |
|     | to distinguish the corrupt from the 'incorrupt,     | Pure.        |
| 180 | the 'Catilines from the 'Catos. But on the          | Traitors.    |
|     | other hand, when honors, as in the days of          | 2Patriots.   |
|     | Trajan, flow in a pure 'channel, and spring         | Course.      |
|     | from a 'fountain that is clear and unsullied,       | Source.      |
|     | who is not glad to 'approach the stream?"           | Near.        |
| 185 | (§ 14.) Another writer 'justly remarks: *           | Properly.    |
|     | "In governments where 'liberty is held in           | Freedom.     |
|     | 'regard, great precaution should be taken that      | Esteem.      |
|     | the power of pardon be not rendered 'detrimental,   | Injurious.   |
|     | and that it 'shall not become a privi-              | May.         |

Why is this the case? (§ 12.) 44. What is the difference between *detests* and *abhors*, in the 169th line? 45. Illustrate the meaning of these words in sentences? (§ 13.) 46. To what does the prostitution of honors to base purposes lead? 47. Why is a course of honesty recommended to all public functionaries? 48. What is the difference between *badges* and *marks*, in the 174th line? (§ 14.) 49. What should

\* Commentary and review of Montesquieu's Spirit of the Laws.



|     |                                               |              |
|-----|-----------------------------------------------|--------------|
| 150 | lege to 'certain persons or classes for the   | Particular.  |
|     | 'perpetration of crimes with impunity, as too | Commission.  |
|     | often 'happens in monarchies." "It is cer-    | Occurs.      |
|     | tain, governments which 'support themselves   | Sustain.     |
|     | by 'false ideas, do not venture to give their | Spurious.    |
| 195 | subjects a very 'solid education; that those  | Substantial. |
|     | which require to keep certain 'classes in a   | Orders.      |
|     | state of 'degradation and oppression, do not  | Wretched-    |
|     | permit them to obtain 'instruction; and that  | ness.        |
|     | those governments only which are 'founded     | Knowledge.   |
|     | on reason, can 'desire that education should  | Established. |
| 200 | be 'solid, profound, and generally diffused." | Hope.        |
|     |                                               | Correct.     |

be done in governments where liberty is held in regard? 50. What attention do corrupt governments pay to education? 51. What do good governments desire?

### LESSON XLVII.

|    |                                                     |               |
|----|-----------------------------------------------------|---------------|
|    | (§ 1.) Such are the opinions of the 'ardent         | Zealous.      |
|    | friends of liberty of other 'countries, and of      | Lands.        |
|    | other ages; of those whom our 'forefathers          | Ancestors.    |
|    | reverenced, and from whom the 'framers of           | Fabricators.  |
| 5  | the Constitution 'derived much instruction;         | Received.     |
|    | and such are the 'sources to which we may           | Fountains.    |
|    | trace the origin of some of our 'best laws.         | Wisest.       |
|    | From those 'fountains of wisdom we may              | Springs.      |
|    | learn, that there is less danger from 'vigilance    | Watchful-     |
| 10 | than from 'lethargy; less danger in watching        | ness.         |
|    | our rulers too closely, than in relying 'implicitly | Stupor.       |
|    | on their patriotism and 'professions. (§ 2.) Is     | Blindly.      |
|    |                                                     | Declarations. |

(§ 1.) 1. From what sources did our fathers derive much benefit? 2. Should the people look to more than the mere professions of their rulers? 3. What are your reasons for this opinion? (§ 2.) 4. What

there no 'danger at the present time lest the law, the 'rampart of our liberties, be perfo-  
 15 rated by false 'sentinels, who, while working for pecuniary 'benefit and personal aggran-  
 dizement, may let in a 'torrent of vice to over-  
 whelm the liberties of the 'country? How  
 many secret 'loop-holes does every year's ex-  
 20 perience 'show there are, through which the most atrocious criminals 'escape by in-  
 trigue, gold, or the 'pardoning power of exe-  
 cutives!\* (§ 3.) The criminal 'calendar of  
 our country merits the closest 'scrutiny on the  
 25 part, not only of juries, but of the 'people of  
 the whole country. If the 'governors of  
 several states, each for a single 'term of  
 office, may of their own free will 'pardon hun-  
 dreds of 'criminals who have been, by the  
 30 'all-protecting care of the law, and against  
 the skill of 'able counsel, found guilty by  
 hundreds of different juries of the 'country,  
 is there not just 'apprehension that the law  
 may become a 'dead letter, and be totally  
 35 'disregarded; that it will blind the innocent,  
 and render them more likely to be '*preyed*  
*upon* by the 'wicked?

(§ 4.) Is there not reason to 'fear that the

Fear.  
 Protecting  
 wall.  
 Watchers.  
 Guin.  
 Flood.  
 Nation.  
 Apertures.  
 Prove.  
 Slip.  
 Remitting.  
 Register.  
 Examination  
 Citizens.  
 Executives.  
 Period.  
 Forgive.  
 Culprits.  
 Guardian.  
 Efficient.  
 Union.  
 Dread.  
 Silent.  
 Unheeded.  
 Seized.  
 Guilty.  
 Apprehend.

danger exists at the present time? 5. What does every year's expe-  
 rience exhibit? (§ 3.) 6. Why does the criminal calendar of our  
 country deserve careful examination? 7. What do you suppose would  
 result from the total disregard of law? 8. What has always followed

\* Owing to the fallibility of all human institutions, the pardoning power ought undoubtedly to exist somewhere. Might it not, with more reverence to the law, and greater safety to the republic, be entrusted to the State and National Legislatures, and limited to instances in which the convicting power had palpably erred? In some states the pardoning power is not entrusted alone to the Governors. In New Jersey it is vested in the Governor and Council. In Connecticut the pardoning power is vested in the Legislature. In Louisiana the Governor pardons with the assent of the Senate.

|                                                         |              |
|---------------------------------------------------------|--------------|
| 'trial by jury is becoming a mere mockery ?             | Examination  |
| 40 Is there not a confident 'hope on the part of        | Expectation. |
| the 'criminal, that if found out, he will not           | Trespasser.  |
| be 'convicted; if convicted, he will easily             | Pronounced   |
| receive a pardon? Does he not feel 'assured             | guilty.      |
| that it is the 'easiest thing in the world to           | Confident.   |
| 45 obtain the 'executive clemency? Is there             | Most facile. |
| no danger that 'a <i>wholesale</i> pardoning power      | Governor's.  |
| will aid 'practised felons to entrap the young?         | Extensive.   |
| Is it not an 'incentive to crime? — an im-              | Old.         |
| putation on the intelligence and 'candor of             | Encourage-   |
| 50 the jury, and 'consequently upon the people?         | ment.        |
| Is not the power 'gradually sliding away                | Fairness.    |
| from the many into the hands of the 'few?               | Of course.   |
| Does it not denote that the 'sanctity of the            | By degrees.  |
| law is less 'revered? (§ 5.) Every unjust               | Rulers.      |
| 55 pardon or acquittal tends to weaken the 'con-        | Sacredness.  |
| fidence of the people in the law, tends to 'en-         | Respected.   |
| courage mob-law, tends to make 'honest peo-             | Reliance.    |
| ple look for 'safety, not to tribunals of justice,      | Foster.      |
| but to weapons of steel and ' <i>missiles of lead</i> ; | Upright.     |
| 60 tends to encourage 'crime and depress virtue;        | Security.    |
| tends to weaken republican 'institutions, and           | Bullets.     |
| strengthen despotism. One of the 'fruitful              | Wickedness.  |
| sources of the 'ruin of other republics has             | Establish-   |
| been the 'connivance at gilded crime, the de-           | ments.       |
| 65 generacy and corruption of 'rulers, and the          | Prolific.    |
| 'disregard of the public good.                          | Destruction. |
|                                                         | Winking.     |
|                                                         | Governors.   |
|                                                         | Neglect.     |

anarchy? (§ 4.) 9. Give a synopsis of section 4. 10. Do hardened felons ever endeavor to entrap youth? 11. What are some of your reasons for this opinion? (§ 5.) 12. What is the effect of every unjust pardon or acquittal? 13. What has been one of the fruitful sources of the ruin of other republics? 14. What is the difference between *ruin* and *destruction*, in the 63d line? (§ 6.) 15. What im-



|                                                    |                 |
|----------------------------------------------------|-----------------|
| (§ 6.) Let not the 'delusive hope that moral       | Vain.           |
| 'suation can take the place of law, be enter-      | Expostula-      |
| tained, while our country 'numbers nearly a        | tion.           |
| 70 million of 'adult white inhabitants that cannot | Contains.       |
| read and write ; while the 'aggregate official     | Grown up.       |
| 'term of office of the rulers of the Union,        | Whole.          |
| throws upon the people 'thousands of par-          | Period.         |
| doned convicts. Moral 'suation, holy as it         | Multitudes.     |
| 75 is, without the certain 'chastening hand of     | Reason.         |
| 'law, has no more power over many hardened         | Correcting.     |
| and reckless criminals than 'ropes of tow to       | Authority.      |
| bind the raging 'flames. (§ 7.) What object        | Strands.        |
| has the pardoning power, which 'seems to be        | Fire.           |
| 80 spreading over several states in this 'Union?   | Appears.        |
| 'Has it come to this, that hundreds of Ameri-      | Country.        |
| can juries annually render 'erroneous ver-         | Is it possible. |
| dicts? Do the American 'judges, during             | Wrong.          |
| their official terms of office, 'pass thousands    | Law-officers.   |
| 85 of oppressive 'sentences? If not, the par-      | Pronounce.      |
| doning power seems 'imperfect, inasmuch as         | Judgments.      |
| it does not include all 'criminals. But some       | Defective.      |
| assert that it 'includes only those who have       | Convicts.       |
| reformed : and who is to be the 'judge of this ?   | Embraces.       |
| 90 Cannot a person who is guilty of 'an atrocious  | Decider.        |
| crime tell 'a falsehood? Is a man too good to      | A revolting.    |
| 'deceive, who is vile enough to wield the          | An untruth.     |
| midnight torch, to rob, and 'murder ?              | Beguile.        |
|                                                    | Kill.           |

pediments are there to prevent the full power of moral suasion ? 16. What effect has moral suasion on many hardened convicts ? (§ 7.) 17. Do you suppose there are hundreds of American juries that annually render erroneous verdicts ? 18. What does *this* imply, in the 89th line ? 19. If felons are pardoned when they profess to be reformed, do you suppose their keepers would ever be deceived ? 20. What are your reasons for this opinion ? (§ 8.) 21. If a criminal has really re-

|     |                                                       |                  |
|-----|-------------------------------------------------------|------------------|
|     | (§ 8.) If truly 'reformed, would not a con-           | Regenerated.     |
| 95  | vict 'cheerfully comply with the laws of the          | Willingly.       |
|     | land, which 'assign to certain crimes certain         | Allot.           |
|     | 'punishments? shall any one, under feigned or         | Penalties.       |
|     | even real reformation, 'evade them? If a              | Shun.            |
|     | man 'suffers innocently, may he not suffer            | Endures.         |
| 100 | for the 'good of his country? May there               | Welfare.         |
|     | not be 'patriotism in prison as well as in the        | Love of country. |
|     | field of battle? May not a man 'receive               | Get.             |
|     | credit for 'sustaining the majesty of the law,        | Upholding.       |
|     | and the honor of his country in the 'former,          | Cell.            |
| 105 | as well as in ' <i>the latter</i> . (§ 9.) What right | War.             |
|     | has one man to 'pardon without assigning              | Free.            |
|     | any 'valid reason, a few hundred criminals,           | Sound.           |
|     | within his 'jurisdiction, and not all! Was            | Territory.       |
|     | the pardoning power 'designed especially to           | Intended.        |
| 110 | protect the 'wealthy and the intelligent, and         | Rich.            |
|     | not the poor and the 'ignorant? Was it de-            | Illiterate.      |
|     | signed to favor 'hypocrisy—to hire conver-            | Deceit.          |
|     | sion, by offering the 'reward of freedom, and         | Price.           |
|     | the 'revelling on the earnings, and taking the        | Feasting.        |
| 115 | lives of others—to free from the 'confinement         | Incarceration.   |
|     | of the prison, and its plain fare, for 'feigned       | Spurious.        |
|     | 'reformation? (§ 10.) Was it designed to              | Amendment.       |
|     | put the people to 'enormous costs to support          | Heavy.           |
|     | 'courts of justice, and render null and void,         | Tribunals.       |
| 120 | at the will of executives, hundreds of 'right-        | Correct.         |
|     | eous 'verdicts of juries. Is the liberty of the       | Decisions.       |

formed, what is it reasonable to suppose he ought willingly to comply with? 22. What can you say of a person who suffers innocently? 23. What is the duty of every citizen? (§ 9.) 24. What do you suppose was the object of the pardoning power? 25. What is the difference between *illiterate* and *ignorant*, in the 111th line? (§ 10.) 26. Who support courts of justice? 27. What is the object of courts? 28.

|                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                     |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------|
| <p>vultures to take precedence of the 'safety of the doves? Is the 'happiness of the many to be sacrificed to the 'unrestrained inclinations of the few. Let the 'people look well to the safety, the honor, the 'dignity of the law, so that no power can either open <i>Pandora's box</i>, or 'render the verdicts of republican juries a 'bye-word and a farce among the nations of the 'earth.</p> | <p>Security.<br/>Welfare.<br/>Licentious.<br/>Citizens.<br/>Respect.<br/>The casket of ruin.<br/>Make.<br/>Reproach.<br/>World.</p> |
| <p>(§ 11.) The lion, o'er his <i>'wild domains</i>,<br/>Rules with the 'terror of his eye;<br/>The eagle of the 'rock maintains<br/>By 'force his empire in the sky;<br/>The shark, 'the tyrant of the flood,<br/>Reigns through the deep with 'quenchless rage;<br/>Parent and 'young, unweaned from blood,<br/>Are still <i>'the same</i> from age to age.</p>                                       | <p>Sun-scorch'd plains.<br/>Fire-glare.<br/>Crag.<br/>Might.<br/>Fell.<br/>Sateless.<br/>Child.<br/>Alike.</p>                      |
| <p>Of all that live, <i>'and move</i>, and breathe,<br/>Man only <i>'rises</i> o'er his birth;<br/>He looks 'above, around, beneath,<br/>At once the 'heir of heaven and earth:<br/>Force, 'cunning, speed, which Nature gave<br/>The 'various tribes throughout her plan,<br/>'Life to enjoy, from death to save,—<br/>These are the 'lowest powers of man.</p>                                       | <p>Change place<br/>Soars above.<br/>On high.<br/>Ward.<br/>Slyness.<br/>Numerous.<br/>Health.<br/>Humblest.</p>                    |
| <p>(§ 12.) From strength to strength he 'travels on;<br/>He leaves the 'lingering brute behind;<br/>And when a few 'short years are gone,<br/>He 'soars, a disembodied mind:<br/>Beyond the 'grave, his course sublime,<br/>Destined through 'nobler paths to run,<br/>In his 'career the end of time<br/>Is <i>'but eternity</i> begun.</p>                                                           | <p>Journeys.<br/>Tardy.<br/>Brief.<br/>Tow'rs.<br/>Tomb.<br/>Higher.<br/>Bright course<br/>Immortality.</p>                         |

What evils do you suppose would result from not enforcing the laws? 29. What do you suppose is the object of law? (§ 11.) 30. Who possesses ascendancy over all created things? 31. To what is man the heir? 32. What are the attributes of man? 33. For what end



|             |                                                                                                                                                                                                          |                                                             |
|-------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------|
| 155         | What guides him in his 'high pursuit,<br>Opens, illumines, 'cheers his way,<br>'Discerns the immortal from the brute,<br>God's 'image from the mould of clay?<br>'Tis 'knowledge :—knowledge to the soul | Great.<br>Smoother.<br>Describes.<br>Likeness.<br>Learning. |
| 160         | Is 'power, and liberty, and peace;<br>And while celestial 'ages roll,<br>The joys of 'knowledge shall increase.                                                                                          | Potence.<br>Seasons.<br>Wisdom.                             |
|             | Hail to the 'glorious plan, that spread<br>The 'light with universal beams,                                                                                                                              | Noble.<br>Dawn.                                             |
| 165         | And through the human 'desert led<br>Truth's living, pure, 'perpetual streams.<br>Behold a 'new creation rise,<br>New 'spirit breathed into the clod.<br>Where'er the 'voice of Wisdom cries,            | Barren.<br>Unfailing.<br>Fresh.<br>Ardor.<br>Tongue.        |
| 170         | "Man, 'know thyself, and fear thy God."                                                                                                                                                                  | Scan.                                                       |
| MONTGOMERY. |                                                                                                                                                                                                          |                                                             |

is he created? (§ 12.) 34. What is the destination of man beyond the grave? 35. How is knowledge the guiding star of man? 36. Is there any limit to the increase of knowledge? 37. What are your reasons for this opinion? 38. What are the teachings of wisdom?

## LESSON XLVIII.

### CONCLUDING REMARKS.

|                                                |          |
|------------------------------------------------|----------|
| (§ 1.) THE most 'renowned republics*           | Famous.  |
| have 'been deprived of their liberties; they   | Lost.    |
| have been first afflicted, either by 'military | Warlike. |

(§ 1.) 1. How have the most renowned republics of antiquity lost

\* "The generals, having armies and kingdoms at their disposal, were sensible of their own strength, and could no longer obey. The soldiers therefore began to acknowledge no superior but their general; to found their hopes on him only, and to view the city as from a great distance: they were no longer the soldiers of the republic, but of Sylla, of Marius, of Pompey, and of Cæsar. The Romans could no longer tell, whether the person who headed an army in a province was their general or their enemy.

"So long as the people of Rome were corrupted by their tribunes only, on whom they could bestow nothing but their power, the senate could easily defend themselves, because they acted consistently and with one regular tenor; whereas the common people were continually shifting from the extremes of fury to the extremes of cowardice; but when they were enabled to invest their favorites with a formidable exterior authority, the whole wisdom of the senate was baffled, and the commonwealth was undone.

"A wise republic ought not to run any hazard which may expose it to good or ill fortune; the only happiness the several individuals of it should aspire after is, to give perpetuity to their state."—*Montesquieu's Decline and Fall of the Roman Empire.*

|                                                                                                                                                                                                                                     |               |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------|
| despots, or by degenerate and 'corrupt rulers,*                                                                                                                                                                                     | Wicked.       |
| 5 who silently 'vitiated the majority of the people;† the most 'unbridled crimes went unpunished: 'anarchy first prevailed, and as a resort from its horrors, the people took 'refuge under 'despotism. Should the civil            | Tainted.      |
| 10 magistrates of our own 'country ever become 'insensible to their just responsibilities--should they ever 'neglect to sustain, by appeals to 'enlightened reason, the righteous verdicts of                                       | Unrestrained  |
| juries, and the wise 'decisions of the courts                                                                                                                                                                                       | Disorder.     |
| 15 of 'justice, the people may justly regard the 'boasted institutions of the republic as on the 'verge of ruin. (§ 2.) We may then have, as now, the 'name of a republic, but all the 'evils of despotism will stride through the  | Shelter.      |
| 20 land. Instead of 'encouraging the patriot and the 'philanthropist, our history, like that of the French 'republic of 1793, will convey no 'cheering hopes to the oppressed of other countries, but will only 'transmit the wreck | Tyranny.      |
| 25 of our 'temple of liberty down the current                                                                                                                                                                                       | Nation.       |
|                                                                                                                                                                                                                                     | Unmindful of  |
|                                                                                                                                                                                                                                     | Forget.       |
|                                                                                                                                                                                                                                     | Unobscured.   |
|                                                                                                                                                                                                                                     | Judgments.    |
|                                                                                                                                                                                                                                     | Law.          |
|                                                                                                                                                                                                                                     | Vaunted.      |
|                                                                                                                                                                                                                                     | Brink.        |
|                                                                                                                                                                                                                                     | Title.        |
|                                                                                                                                                                                                                                     | Horrors.      |
|                                                                                                                                                                                                                                     | Stimulating.  |
|                                                                                                                                                                                                                                     | Lover of man  |
|                                                                                                                                                                                                                                     | Commonwealth. |
|                                                                                                                                                                                                                                     | Animating.    |
|                                                                                                                                                                                                                                     | Float.        |
|                                                                                                                                                                                                                                     | Fane.         |

their liberties? 2. What usually precedes despotism? 3. Can despotism ever exist in an intelligent and virtuous community? 4. What may the people justly apprehend when the laws are violated with impunity? (§ 2.) 5. Can a government ever exercise the power of tyranny under the name of a republic? 6. What was the power that existed in France in 1793 called? 7. Why? (§ 3.) 8. What does the

\* "Cities and nations were now invited to Rome by the ambitious, to disconcert the suffrages, or influence them in their own favor; the public assemblies were so many conspiracies against the state, and a tumultuous crowd of seditious wretches were dignified with the title of Comitia. The authority of the people and their laws, nay that people themselves, were no more than so many chimeras, and so universal was the anarchy of those times, that it was not possible to determine whether the people had made a law or not.

† "The grandeur of the republic was the only source of that calamity, and exasperated popular tumults into civil wars. Dissensions were not to be prevented, and those martial spirits, which were so fierce and formidable abroad, could not be habituated to any considerable moderation at home."—*Causes of the Rise and Fall of the Roman Empire*

† "Athens fell, because the errors of the people appeared so lovely in their own eyes, that they would not be cured of them."—*Ibid.*

of time, a mournful and 'melancholy memento of human 'wisdom.

(§ 3.) It is possible in a 'republic for mob-law and anarchy to prevail 'during the ad-  
 30 ministration of 'virtuous and wise rulers, but whenever such is the 'case, it infallibly denotes previous 'mal-administration. Good rulers countenance and 'support wise and 'virtuous laws. Good rulers raise nations to  
 35 the 'palmiest heights of prosperity, power, and happiness. Bad rulers 'depress them to the lowest depths of corruption, 'depravity, and 'misery. (§ 4.) In our country, then, how 'important is it that the people should  
 40 be 'thoroughly educated, that they may select good rulers, and 'cause wise laws to be 'enacted and sustained; how important is it then for every one to 'understand the elements of 'political science, and possess a  
 45 knowledge of the laws which are 'designed alike to 'govern and protect the rich and the poor, the 'ruled and the rulers. "Sine lege, est sine ratione, modo, ordine."\* 'Every one 'ought to know something of the duties  
 50 and 'responsibilities of civil magistrates, to know whether their 'influence be exerted in favor of 'learning and virtue, or whether they are the 'abettors of vice and crime.

Gloomy.  
 Sagacity.  
 Free country  
 Continuing.  
 Correct.  
 Fact.  
 Bad govern-  
 ment.  
 Sustain.  
 Pious.  
 Loftiest.  
 Sink.  
 Vileness.  
 Wretched-  
 ness.  
 Essential  
 Correctly.  
 Occasion.  
 Made.  
 Comprehend.  
 Government-  
 al.  
 Intended.  
 Control.  
 People.  
 Each.  
 Should.  
 Powers.  
 Weight.  
 Intelligence.  
 Encouragers

existence of mob law denote? 9. What is produced by good rulers? 10. What by wicked rulers? 11. What is requisite to secure good rulers? (§ 4.) 12. Why should every one know something of political science? 13. Why should all understand the duties of civil ma-

\* "To be without law, is to be without reason, order, and safety."



|                                                     |             |
|-----------------------------------------------------|-------------|
| (§ 5.) The 'chronicles of the day disclose          | Newspapers. |
| 55 the existence of 'crime, and violations of the   | Wickedness. |
| laws to an alarming 'extent in our beloved          | Degree.     |
| country; frauds, breaches of public 'trust,         | Confidence. |
| thefts, incendiarism, 'mobs, robberies, mur-        | Tumults.    |
| ders, and other 'revolting deeds have arrived       | Horrible.   |
| 60 to a 'pitch, at which all patriots may be justly | Height.     |
| 'alarmed. We are perhaps all too certain            | Frightened. |
| that our country is 'rapidly advancing to           | Speedily.   |
| power and 'renown—too insensible of the             | Glory.      |
| 'accumulating growth of ignorance and               | Increasing. |
| 65 immorality—too indifferent to the gradual        | Vice.       |
| but 'silent progress they are making to-            | Insidious.  |
| wards sapping the 'foundation of our laws,          | Basis.      |
| and 'overwhelming the institutions of the re-       | Overthrow-  |
| public;—let us awake and be 'vigilant! (§ 6.)       | ing.        |
| 70 At the present day a contest is 'commencing,     | Watchful.   |
| 'mightier than ever before was waged—the            | Beginning.  |
| 'strife of reason against error—the contest         | Vaster      |
| of the 'friends of republican liberty against       | Contest.    |
| the benighted and 'interested friends of here-      | Advocates.  |
| 75 ditary kings and 'nobles. Our forefathers        | Selfish.    |
| 'fought with perishable steel for the liberty       | Lords.      |
| of a single country; we fight with 'impe-           | Contended.  |
| rishable reason to 'sustain what they won,          | Indestruc-  |
| and for the rational liberty of the 'whole          | tible.      |
| 80 world. Let correct education 'pervade our        | Uphold.     |
| land—let the people, 'legislators, and rulers,      | Entire.     |
|                                                     | Permeate.   |
|                                                     | Law-makers. |

gistrates? (§ 5.) 14. What may justly alarm all good citizens? 15. Of what are we all probably too certain? 16. What are gradually undermining the institutions of our country? (§ 6.) 17. What is commencing at the present day? 18. For what did our forefathers fight? 19. For what do we contend? 20. What will correct education pro-

|     |                                                       |                     |
|-----|-------------------------------------------------------|---------------------|
|     | bestow upon it their utmost 'aid, and tyranny         | Support.            |
|     | in every part of the world will 'give <i>place</i> to | Yield.              |
|     | wise laws and 'enduring liberty, and enable           | Permanent.          |
| 85  | all to attain the Christian's highest 'reward.        | Recompense.         |
|     | (§ 7.) The 'echo of the voice of liberty              | Reverbera-<br>tion. |
|     | has reached every 'monarchy in the world.             | Kingdom.            |
|     | The 'embers of the ruins of former repub-             | Cinders.            |
|     | lics, 'consumed by the arts and arms of des-          | Desolated.          |
| 90  | potism, are still 'glowing on European soil.          | Burning.            |
|     | All the 'potentates of the earth, their nobles,       | Sovereigns.         |
|     | their 'menials, and their tools, see in the pro-      | Underlings.         |
|     | mulgation of sound education and the 'rights          | Privileges.         |
|     | of man, their 'utter ruin, and their irretrievable    | Total.              |
| 95  | 'ignominy. Europe may boast of her splen-             | Shame.              |
|     | did cities, her 'stately palaces, her magnifi-        | Towering.           |
|     | cent temples. The Pyramids, all the 'gigantic         | Stupendous.         |
|     | monuments of the East, the 'herculean works           | Alcidean.           |
|     | of art, remain alike to show their 'inutility,        | Uselessness.        |
| 100 | and the 'effects of despotism—how the few             | Results.            |
|     | may gradually 'possess supreme power, and             | Enjoy.              |
|     | make the many their 'subservient tools. The           | Slavish.            |
|     | monuments of the 'East are the works of               | Oriental world.     |
|     | despots and 'tyrants. (§ 8.) But in America           | Oppressors.         |
| 105 | is reared a 'mightier monument than has               | Greater.            |
|     | ever before claimed the 'admiration of man.           | Wonder.             |
|     | It is the monument of the 'intellect, the work        | Mind.               |
|     | of patriots and philanthropists, the 'charter         | Constitution.       |

duce? (§ 7.) 21. What has reached every monarchy in the world? 22. What will inevitably follow the promulgation of sound education and the rights of man? 23. Of what may Europe boast? 24. Of what may the East boast? 25. What is meant by the East? (§ 8.) 26. What has been reared in America? 27. What is constantly held out to all industrious citizens in America? 28. What secures this privilege? 29. Among what classes were most of the framers of

|     |                                                   |               |
|-----|---------------------------------------------------|---------------|
|     | of rational liberty. It holds out a constant 'in- | Stimulant.    |
| 110 | centive to merit, for it 'guarantees equal pri-   | Secures.      |
|     | ileges to all: its 'framers rose from the in-     | Formers.      |
|     | dustrious 'classes of the citizens of the         | Ranks.        |
|     | country. The two most 'prominent cha-             | Eminent.      |
|     | acters in its 'origin were both, in their early   | Foundation.   |
| 115 | 'career, numbered among the mass of the           | Life.         |
|     | 'laboring people. (§ 9.) The first, possessing    | Working.      |
|     | limited 'advantages in early life, inferior to    | Means.        |
|     | those enjoyed by the 'youth of the present        | Young.        |
|     | day at our 'common schools, was, when             | Public.       |
| 120 | twenty years 'old, without classic knowledge,     | Of age.       |
|     | 'laboring at days' works in the wilderness,       | Toiling.      |
|     | as a common 'surveyor of land. He had no          | Measurer.     |
|     | badge, no claim to 'distinction, other than an    | Honor.        |
|     | 'honest heart, and a sincere desire to promote    | Open.         |
| 125 | the welfare of his fellow-men. 'The other,        | Franklin.     |
|     | at the age of twenty-four, was 'toiling at the    | Laboring.     |
|     | printer's press, in Philadelphia, and 'some-      | Occasionally. |
|     | times working at the 'wheelbarrow in the          | Go-cart.      |
|     | 'streets.                                         | Public ways.  |
| 130 | (§ 10.) Who then would have 'thought,             | Imagined.     |
|     | that the names of these young 'men would          | Laborers.     |
|     | have been known out of the 'limits of their       | Bounds.       |
|     | own 'neighborhood, and even there but for a       | Vicinity.     |
|     | 'brief period? Yet, by unwearied industry,        | Short.        |
| 135 | by well-meant 'exertions, they outlived the       | Efforts.      |

the Constitution? (§ 9.) 30. What were the early advantages of Washington? 31. How did he improve them? 32. What claim had he to distinction? 33. What claim has he to our regard? 34. What can you say of Franklin? 35. Can you name any other distinguished men who contributed largely in framing the Constitution? 36. Are not your advantages of education better? (§ 10.) 37. How do you suppose people looked upon young Washington and Franklin? 38.



|     |                                                  |                |
|-----|--------------------------------------------------|----------------|
|     | opposition incident to all 'meritorious efforts. | Deserving.     |
|     | Their names will glow with 'perennial bright-    | Ever-bloom-    |
|     | ness, when the names of the 'kingly office-      | ing.           |
|     | holders, those clothed with the 'robes of        | Royal.         |
|     | power in their day, will moulder in 'oblivion.   | Panoply.       |
| 140 | But let it not be 'supposed that they gained     | Forgetful-     |
|     | their 'fame, or reared those enduring mental     | ness.          |
|     | monuments that will bless the latest 'posterity, | Presumed.      |
|     | without 'opposition. (§ 11.) Washington was      | Renown.        |
|     | 'bitterly denounced, as being unfit to com-      | Generations    |
| 145 | mand the American army, a 'faction was           | Resistance.    |
|     | organized to ruin his fame and blast his 'cha-   | Fiercely.      |
|     | acter. Franklin was 'hurled from office,         | Party.         |
|     | and more than once 'seemed to be on the          | Reputation.    |
|     | 'brink of ruin. Yet for their country they       | Ejected. •     |
| 150 | forgot their personal ease and 'comfort —        | Appeared.      |
|     | they sought not the 'praises of men, but the     | Verge.         |
|     | path of 'duty, and the sanction of an approv-    | Enjoyment.     |
|     | ing conscience. Let every one 'study well        | Adulations.    |
|     | the patriotism, the 'philanthropy, the piety     | Rectitude.     |
| 155 | of past 'ages, not only of our own, but of       | Examine.       |
|     | other countries, that 'actuated by those pure    | Benevolence    |
|     | examples, each may be 'sustained in pursu-       | Epochs.        |
|     | ing 'unwaveringly, through every change of       | Moved.         |
|     | fortune, the path of 'rectitude, and zealously   | Borne up.      |
| 160 | labor for the 'good of the country, the wel-     | Undeviat-      |
|     | fare of mankind, and the 'noblest of all means   | ingly.         |
|     | to advance the cause of true 'religion.          | Uprightness.   |
|     |                                                  | Benefit.       |
|     |                                                  | Most efficient |
|     |                                                  | Christianity   |

What did they do when surrounded by difficulties? 39. Was their cause just? 40. Should every one strive to be engaged in a good calling? 41. What should you do when encompassed by opposition? (§ 11.) 42. What can you say of some of the difficulties Washington encountered? 43. What obstacles did Franklin encounter? 44. What did they do when surrounded by troubles? 45. Do all persons encoun-

|                                                   |                     |
|---------------------------------------------------|---------------------|
| (§ 12.) If this 'work shall tend in the slight-   | Book.               |
| 165 est degree to 'awaken the dormant talent of   | Arouse.             |
| the land; if it shall in any manner 'call to      | Summon.             |
| the 'safety of the Union some Cincinnatus         | Security.           |
| from <i>'the plough</i> , some Sherman, Franklin, | Husbandry.          |
| or Washington from <i>'manual labor</i> , to the  | Labor of the hands. |
| 170 affairs of state and the cause of 'education, | Instruction.        |
| the 'object of the author will be realized.       | Design.             |
| And if the 'plan of this work shall, in the       | Arrangement         |
| most 'remote way tend to awaken the minds         | Distant.            |
| of the community to the 'superior subject of      | Paramount.          |
| 175 the sound and 'efficient education of the     | Adequate.           |
| females of the 'land; if it shall, in the small-  | Country.            |
| est 'degree, call attention to the fact, that the | Extent.             |
| 'invisible influence of woman is paramount to     | Unseen.             |
| all others; that she truly " 'wields the Archi-   | Moves.              |
| 180 median lever, whose 'fulcrum is childhood,    | Prop.               |
| whose 'length is all time, whose weight is the    | Extent.             |
| world, and whose sweep is 'eternity," the ob-     | Endless ex-         |
| ject will be more than 'realized. (§ 13.) Let     | Attained.           |
| woman be 'soundly educated; let no art,           | Thoroughly          |
| 185 however skilful, no science, however 'intri-  | Difficult.          |
| cate, no 'knowledge, however profound, be         | Attainment.         |
| 'withheld from her grasp; let woman be pro-       | Kept.               |
| perly educated, and 'enlisted in the cause of     | Engaged.            |
| 'common school education. Let the natural         | General.            |
| 190 'trainers of the young come to the rescue,    | Directors.          |
| and all will be 'safe. The portentous cloud       | Secure.             |
| of ignorance and of 'delusion, that now over-     | Error.              |
| shadows our country, will 'disappear like         | Vanish.             |

ter troubles? 46. What should all do? (§ 12.) 47. What subject is of paramount importance? 48. What power does woman exert? 49. What is the difference between *fulcrum* and *prop*, in the 180th

|     |                                                      |              |
|-----|------------------------------------------------------|--------------|
|     | mist before the rising sun. 'Education may           | Knowledge.   |
| 195 | then be ' <i>placed within reach of</i> all—man will | Extended to. |
|     | learn his 'duty to himself, his fellow-crea-         | Obligation.  |
|     | tures, and his 'Creator. The powerful will           | Maker.       |
|     | not 'pounce upon the defenceless, like ti-           | Spring.      |
|     | gers, nor marshal armies and 'ravage the             | Desolate.    |
| 200 | earth, like 'famished wolves. Men will no            | Starving.    |
|     | longer fawn like spaniels in the 'courts of          | Palaces.     |
|     | kings, nor 'crawl in the dust like serpents,         | Creep.       |
|     | but, led by the 'hands of gentleness and of          | Influence.   |
|     | kindness in childhood, to the 'perennial founts      | Ever gushing |
| 205 | of literature, they will attain 'manhood with        | Maturity.    |
|     | the purest 'relish for knowledge, and raised         | Taste.       |
|     | and honored by the 'purest moral education,          | Holiest.     |
|     | will become the 'fit recipients, and the effi-       | Suitable.    |
|     | cient 'protectors of civil and religious liberty.    | Guardians.   |

line? (§ 13.) 50. Why should woman be educated? 51. Repeat the substance of section nine.

## LESSON XLIX.

### FINAL.

#### AN EXTENSION OF THE AUTHOR'S SYSTEM OF MARGINAL EXERCISES.

|             |                                      |            |
|-------------|--------------------------------------|------------|
| Curious.    | (§ 1.) 'UNIQUE as the pages of       | Singular.  |
| Seemed.     | this book must have 'appeared to     | Looked.    |
| Glanced at. | the reader when he* first 'saw them, | Perceived. |
| Undoubtedly | the one he now beholds is 'surely    | Certainly. |
| Bizarre.    | 5 much more 'so. At this stage of    | Outre.     |
| Needful.    | the work it can hardly be 'neces-    | Requisite. |

(§ 1.) 1. How must the pages of this book have appeared to the reader when first seen? 2. Is the present page still more so? 3.

\* Supply the corresponding feminine pronoun, when needed, in all such cases.



|                    |                                         |                     |
|--------------------|-----------------------------------------|---------------------|
| Dilate.            | sary for the author to 'expatiate       | Enlarge.            |
| Multiplied.        | upon the 'many advantages of the        | Multitudi-<br>nous. |
| Certain.           | marginal exercises, and their 'in-      | Sure.               |
| Procure.           | 10 evitable tendency to 'secure marked  | Obtain.             |
| Stir up.           | attention from, and 'excite intense     | Incite.             |
| Study.             | 'thought in the mind of the pupil.      | Reflection.         |
| Is left.           | It only 'remains for him here to        | Rests.              |
| Exhibit.           | 'display and explain an extension of    | Show.               |
| Scheme.            | 15 his own 'system. With the privi-     | Plan.               |
| Granted.           | lege already 'accorded to the read-     | Given.              |
| Employing.         | er, of 'giving either the marked        | Using.              |
| Expression.        | 'word in the body of the page, its      | Term.               |
| Relation.          | 'relative in the margin, or a word      | Connection.         |
| Advancing.         | 20 of his own, nearly 'approaching in   | Approximat-<br>ing. |
| Signification.     | 'sense to both or either, it might be   | Meaning.            |
| Conceived.         | 'supposed that the variety of ex-       | Thought.            |
| Gained.            | pression thereby 'attained would be     | Reached.            |
| Competent.         | 'sufficient for all educational pur-    | Ample.              |
| The more so.       | 25 poses, 'especially since the learner | Particularly.       |
| Frame.             | would naturally be led to 'form for     | Make.               |
| Sentences.         | himself corresponding 'examples of      | Phrases.            |
| Kind.              | every 'description, when the idea       | Sort.               |
| Found place<br>in. | had once 'entered his mind.             | Taken root<br>in.   |
| Sated.             | 30 (§ 2.) But the writer is not 'satis- | Contented.          |
| Descried.          | fied with having 'discovered and        | Found.              |
| Cleared.           | 'opened a new road through the          | Cut.                |
| Pointed.           | 'sharp rocks and tangled under-         | Angular.            |
| Make up.           | brush, which 'constitute so much        | Comprise.           |
| Novitiate.         | 35 of what is to a 'tyro the hither     | Beginner.           |

What is unnecessary at this stage of the work? 4. What only remains for the author to do? 5. What privilege has been accorded to the reader? 6. Is such privilege supposed to be sufficient? 7. Would the learner be likely to form for himself examples on the model of those in this book? (§ 2.) 8. With what is the writer not satisfied?

|                |                                         |                 |
|----------------|-----------------------------------------|-----------------|
| Division.      | 'portion of the unexplored region of    | Part.           |
| Convinced.     | learning; for, being fully 'aware       | Assured.        |
| Road.          | that, take it as we will, the 'way is   | Path.           |
| Tiresome.      | long and 'toilsome enough, he can-      | Weary.          |
| Halt.          | 40 not 'rest without making it, so far  | Stop.           |
| Rectilinear.   | as in him lies, as 'straight, smooth,   | Direct.         |
| Practicable.   | level, and perfect as 'possible.—       | Can be.         |
| Once.          | Having 'already acted as pioneer,       | Before.         |
| Desirous.      | he is now 'anxious to leave nothing     | Solicitous.     |
| Amended.       | 45 to be 'bettered, in the way of plan  | Improved upon.  |
| Succeed.       | or system, by those who may 'fol-       | Come after.     |
| Relation.      | low him. With 'respect to execu-        | Regard.         |
| Cognizant.     | tion, he is fully 'sensible of his ma-  | Aware.          |
| Benefit.       | nifold deficiencies. However, 'use-     | Utility.        |
| Clearness.     | 50 fulness and 'perspicuity having been | Plainness.      |
| Principal.     | his 'main objects, he can scarcely      | Chief.          |
| Blamed.        | be 'censured for want of elegance       | Condemned.      |
| Ascertained.   | in style, when it is 'known that he     | Understood.     |
| Adorned.       | did not aim at the 'ornate. He has      | Ornamental.     |
| Usual.         | 55 availed himself of the 'common       | Universal.      |
| Searching.     | privilege of 'consulting the various    | Examining.      |
| Authors.       | law and other 'authorities, on the      | Standard books. |
| Affairs.       | 'subjects of which he has treated,      | Matters.        |
| Avowal.        | and deems this a sufficient 'acknow-    | Admission.      |
| Specification. | 60 ledgement, without 'particulariza-   | Enumeration.    |
| Versified.     | tion.* For the 'metrical scraps         | Rhythmical.     |

9. Are the fields of learning difficult for a tyro to explore? 10. What is the design of the author? 11. Does he wish to leave any thing in the way of his peculiar plan for others to improve upon?

\* The Author has spoken freely of threatening evils in our republican institutions, yet he hopes none will consider that he entertains the least feeling of disregard towards those of his fellow citizens who are members of the standing army, or hold military or civil offices under the general or state governments. Those high officers are often chosen from the ranks of the ablest men in the Union; and the Author believes that no one among them would be so inconsiderate as to take offence at remarks which are necessary for a full discussion of the political institutions of our country; he has spoken not of the office-holders, but of the system. The evil is not the work of the standing army and of the civil magistrates, but is upheld by and includes the whole community. The Author would further observe, that he has endeavored to say nothing that would in any manner whatever conflict with the sound opinions of any political party or Christian sect in the Union.

|                       |                                          |                |
|-----------------------|------------------------------------------|----------------|
| Spread.               | 'scattered through this work, he is      | Dispersed.     |
| Quondam.              | indebted to his friend and 'former       | Late.          |
| Scholar.              | 'pupil, Charles J. Lukens.               | Student.       |
| Thought.              | 65 (§ 3.) The 'notion of a second        | Idea.          |
| List.                 | 'line of marginal words, on the left     | Column.        |
| Folio.                | of the 'page, to correspond with         | Leaf.          |
| 'The row.             | and balance 'that on the right,          | The file.      |
| Perhaps.              | would 'probably occur, to many           | Likely.        |
| Work.                 | 70 persons on seeing this 'book :—such   | Volume.        |
| Pre-repre-<br>sented. | thought is here 'anticipated. The        | Foreshown.     |
| Pass on.              | author will now 'proceed to explain      | Go on.         |
| Secondary.            | and illustrate the use of the 'sup-      | Additional.    |
| Association.          | plementary line in 'connection with      | Conjunction.   |
| Pristine.             | 75 the 'original one. It is obvious that | Primary.       |
| Methods.              | we have two distinct 'ways from          | Modes.         |
| Select.               | which to 'choose, as the marked          | Pick.          |
| Elucidations.         | word may either have two 'defini-        | Explanations   |
| Pointed.              | tions or synonyms, or two 'marked        | Designated.    |
| Severally.            | 80 words in one line may have 'each      | Singly.        |
| Equivalent.           | a definition or 'synonym — that of       | Like term.     |
| Place.                | the word first in 'order on the left     | Rank.          |
| Following.            | of the page, and that of the 'second     | Succeeding.    |
| Preceding.            | word on the right. In the 'former        | First.         |
| Example.              | 85 'case but one mark is needed, as      | Instance.      |
| Points.               | usual; in the latter, two 'marks are     | Characters.    |
| Different<br>from.    | required, which must be 'unlike          | Dissimilar to. |
| Modes.                | each other. Both 'methods will           | Plans.         |
| Depicted.             | now be 'described at length, pre-        | Represented.   |

12. Of what is he fully sensible? 13. What have been his main objects? 14. Can he be censured for want of elegance in style? 15. Of what has he availed himself? 16. What is said of the metrical scraps to be found in this book? (§ 3.) 17. What notion would probably occur to many persons? 18. Is it anticipated? 19. What is to be explained and illustrated? 20. What is obvious? 21. Particularize them? 22. Can both these methods be used in one page? (§ 4.) 23.



|                |     |                                                                        |              |
|----------------|-----|------------------------------------------------------------------------|--------------|
| Connectedly.   | 90  | mising that they may be used 'together in the same page if 'desirable. | In company.  |
| Needed.        |     |                                                                        | Wished.      |
| Want.          |     | (§ 4.) If we 'wish to define the same word twice, the simple 'one      | Desire.      |
| Unit.          |     | ['], as before used, will 'suffice, and                                | Prime.       |
| Do.            |     |                                                                        | Answer.      |
| 'Therefore.    | 95  | this character has been 'accordingly                                   | Conformably  |
| In case.       |     | selected; but 'if two words in each                                    | When.        |
| Used.          |     | line are to be 'taken, the matter is                                   | Defined.     |
| Proposed.      |     | not quite so clear. It might be 'said                                  | Affirmed.    |
| Allude.        |     | that 1 should 'refer to the left hand                                  | Direct.      |
| Confine.       | 100 | 'margin, and 2, to the right; but it                                   | Border.      |
| Borne in mind. |     | must be 'remembered that 2 has                                         | Recollected. |
| Special.       |     | already been used for a 'specific                                      | Particular.  |
| Design.        |     | 'purpose in connection with the                                        | Object.      |
| Off.           |     | 'right margin, and that it would                                       | Second.      |
| After all.     | 105 | 'still be needed there. (§ 5.) On                                      | Yet.         |
| The two.       |     | the whole, in 'both cases the 1 and                                    | All.         |
| Permitted.     |     | 2 have been 'suffered to keep their                                    | Allowed.     |
| Stations.      |     | old 'positions, and to the period [.]                                  | Posts.       |
| Committed.     |     | is 'deputed the task of guarding the                                   | Delegated.   |
| Strait.        | 110 | left margin. In a page so 'narrow                                      | Contracted.  |
| Extension.     |     | as this, the first 'plan is, in general,                               | Project.     |
| Fix.           |     | much the easier to 'arrange, for it                                    | Order.       |
| Can.           |     | 'will be seen at a glance, that it is                                  | May.         |
| Troublesome    |     | rather a 'difficult thing to find two                                  | Hard.        |
| Lone.          | 115 | words in any 'one line of the pre-                                     | Single.      |
| Reach.         |     | sent 'length, which may each be                                        | Extent.      |
| Description.   |     | supplied with a 'definition or 'syn-                                   | Equivalent.  |
| Large.         |     | onym, on account of the 'great 'pre-                                   | Outweighing  |

What mark will answer if the same word is to be twice defined? 24. Has it been selected? 25. What might be said if two words in one line are to be defined? 26. Would this be correct? (§ 5.) 27. What has been done on the whole? 28. Which of the two plans is the easier to arrange on a narrow page? 29. On what account? 30. What must be done in a book written with such double margins?

|                    |     |                                           |                       |
|--------------------|-----|-------------------------------------------|-----------------------|
| Little.            |     | ponderance of 'small 'undefinable         | Unin'terpret-<br>able |
| Words.             | 120 | 'particles; 'therefore, a book written    | Consequently.         |
| Wholly.            |     | 'entirely with 'double margins on         | Two.                  |
| System.            |     | the second 'plan, must have 'com-         | Relatively.           |
| Broad.             |     | paratively 'wide 'pages. It may be        | Leaves.               |
| Questioned.        |     | 'doubted, indeed, 'whether such se-       | If.                   |
| Amplification      | 125 | cond 'extension would be 'more            | Better.               |
| One.               |     | than the 'single margin 'under a          | In.                   |
| Changed.           |     | 'different 'garb; every long line re-     | Dress.                |
| Primary.           |     | presenting two of the 'original 'ones.    | Lines.                |
| Drain.             |     | To 'exhaust the 'subject, it is as        | Matter.               |
| Appropriate.       | 130 | 'well to 'say, that as many marginal      | Observe.              |
| Can.               |     | lines 'may be 'used on each side as       | Placed.               |
| Contain.           |     | the page will 'hold, and that 'they       | The margins.          |
| Permitted.         |     | may be 'allowed to 'encroach upon         | Intrude.              |
| Text.              |     | the 'story itself, till that is 'narrowed | Decreased.            |
| Simple.            | 135 | to a 'mere thread, with 'every word       | Each.                 |
| Explained.         |     | in it 'defined and 're-defined, and       | Explained<br>over.    |
| Arrange-<br>ments. |     | having 'provision for 'extra notes        | Further.              |
| Head.              |     | at 'top and 'bottom.                      | Foot.                 |
| Would.             |     | (§ 6.) It may be an advantage to          | Interest.             |
| Leaf.              | 140 | have a page prepared without re-          | Provided.             |
| Points.            |     | ference marks, to exercise the judg-      | Employ.               |
| Learner.           |     | ment of the scholar in designating        | Showing.              |
| Connection.        |     | the correspondence of the marginal        | Bordering.            |
| Terms.             |     | words with those in the text; and         | Narrative.            |
| Hard.              | 145 | this is not such a difficult task but     | Thing.                |
| May.               |     | that it can even be accomplished          | Done.                 |
| Commencers         |     | by beginners, who will take the           | Have.                 |
| Enjoyment.         |     | same pleasure in it as in solving a       | Explaining.           |

31. What may be doubted? 32. How may all possible extensions be provided for? (§ 6.) 33. What might be an advantage? 34. For what reason? 35. Would it be a difficult task? 36. Could it be accomplished by beginners? 37. Would they take pleasure in it? (§ 7.)

|              |     |                                       |                      |
|--------------|-----|---------------------------------------|----------------------|
| Charade.     |     | riddle. This section is left without  | Printed.             |
| Pointers.    | 150 | the references as a specimen. (§ 7.)  | Sample.              |
| Preceding.   |     | The above remark will also apply      | Further.             |
| Intended.    |     | to an entire omission of 'punctua-    | Stopping,            |
| Like.        |     | tion for a similar 'purpose but only  | Design.              |
| Higher.      |     | 'advanced scholars should be 're-     | Asked.               |
| Suitable     | 155 | quired to fill in the 'proper 'points | Stops.               |
| When.        |     | and after they shall have 'done it    | Finished.            |
| Accurately.  |     | 'correctly they should be 'instructed | Desired.             |
| Change.      |     | to vary the points in every 'possible | Practicable.         |
| Way.         |     | 'manner they will 'thereby learn the  | Thence.              |
| Alteration.  | 160 | great change of meaning 'occa-        | Caused.              |
| Want.        |     | sioned by the omission or 'mis-       | Wrong position.      |
| Apparently.  |     | placement of such 'seemingly 'in-     | Trifling.            |
| Things.      |     | significant characters When 'dis-     | Contentions.         |
| Concerning.  |     | putes about pointing 'ran high years  | Were violent         |
| A singular.  | 165 | ago an eccentric 'individual pub-     | Personage.           |
| Complete.    |     | lished a whole book without 'stops    | Dots.                |
| Put.         |     | and placed at the 'end by way of      | Close.               |
| Five or six. |     | appendix several pages of 'commas     | , , , , ,            |
| ;            |     | 'semicolons 'colons 'periods marks    | : : : : 2 . .        |
| !            | 170 | of 'exclamation and 'interrogation    | ! ! ! ! !            |
| ()           |     | 'parentheses and so 'forth quaintly   | () — * † ‡ §         |
| Remarking.   |     | 'observing that the 'reader was at    | Peruser.             |
| Punctuate.   |     | liberty to 'pepper the 'hash as he    | Matter.              |
| Liked.       |     | 'pleased The punctuation is 'want-    | Omitted.             |
| Division.    | 175 | ing in this section and in both 'this | The present section. |
| Foregoing.   |     | and the preceding the reader 'will    | Must.                |

38. To what will the remark in section six apply? 39. What sort of scholars should be required to fill the vacancies? 40. What should they be instructed to do afterwards? 41. What will this teach them? 42. What anecdote can you relate of a certain eccentric person? 43. What is wanting in this section? 44. What will be the condition of the reader of this and the preceding section, unless he shall take the proper measures beforehand? (§ 8.) 45. What is unlikely? 46.



|                       |                                             |                      |
|-----------------------|---------------------------------------------|----------------------|
| A loss.               | be at sea until he shall 'stop and          | Wait.                |
| Furnish.              | 'supply the 'points                         | Proper characters.   |
| Probable.             | (§ 8.) It is not 'likely that 'any          | Every.               |
| Perfectly.            | 185 one should 'fully 'comprehend the       | Understand.          |
| Diversified.          | 'varied beauties of the 'system here        | Plan.                |
| Exhibited.            | 'presented, and the happy 'effect it        | Result.              |
| Attaching.            | must have in 'giving 'copiousness           | Amplitude.           |
| Accuracy.             | and 'precision to the 'style of such        | Manner.              |
| May.                  | 190 as 'shall be 'drilled by it, without    | Taught.              |
| Prior.                | 'previous 'acquaintance and use.—           | Knowledge.           |
| Gives.                | It 'affords us three separate, 'yet         | But.                 |
| Closely.              | very 'nearly connected 'narratives          | Accounts.            |
| Threads.              | in one: three 'strands, if the 'ex-         | Mode of speech.      |
| Can.                  | 195 pression 'may be 'allowed, which,       | Permitted.           |
| Constant.             | by 'continual interweaving 'go to           | Tend.                |
| Make.                 | form, and do 'form, one 'strong and         | Sound.               |
| Complete.             | homogeneous cord—a 'perfect ' <i>tria</i>   | Three joined in one. |
| Should.               | <i>juncta in uno</i> . It 'may 'likewise be | Also.                |
| Said.                 | 200 'remarked, that it gives 'opportunity   | A chance.            |
| Use.                  | for the 'employment of 'phrases,            | Sentences.           |
| Different.            | totally 'distinct in 'meaning from          | Signification.       |
| The ones.             | 'those they supply, if taken 'sepa-         | Apart.               |
| Pertain.              | rately, but which 'belong 'naturally        | Properly.            |
| Matter.               | 205 to the 'subject in 'hand, and do not    | Progress.            |
| Essentially.          | 'materially 'alter the meaning of the       | Change.              |
| Accompanying passages | 'context: the reader may have 'ob-          | Seen.                |
| A number of.          | erved 'many such 'instances in the          | Examples.            |
| Main part.            | 'body of the 'work. (§ 9.) At the           | Book.                |
| Moment.               | 210 same 'time the 'writer will say, that   | Author.              |

What does this system afford us? 47. What is the meaning of the phrase "*tria juncta in uno*." 48. Show an instance of tautology in this section. 49. Why was this thus done in your opinion? 50. What may likewise be remarked of the system, original or extended? 51. What may the reader have already observed? (§ 9.) 52. What

|               |                                                       |                 |
|---------------|-------------------------------------------------------|-----------------|
| Deems.        | he 'considers the one 'marginal line                  | Border.         |
| Equal.        | 'adequate to most 'purposes, espe-                    | Ends.           |
| Reason.       | cially on 'account of the 'great                      | Vast.           |
| Throws.       | labor it 'entails upon all 'connected                 | Concerned.      |
| Writing.      | 215 with the 'composing and 'compo-                   | Printing.       |
| Volume.       | siting of a 'book of this 'kind. In                   | Description.    |
| Truth.        | 'fact, the public can have no 'con-                   | Idea.           |
| Prolix.       | ception of the 'tedious and 'ha-                      | Fatiguing.      |
| Character.    | rassing 'nature of the 'service re-                   | Duty.           |
| For           | 220 quired; 'and even 'those used to                  | Persons.        |
| Come.         | publishing would 'fall far 'short of                  | Off.            |
| Reality.      | the 'truth in making an 'estimate.                    | Estimation.     |
| Conceded.     | This being 'granted, no 'one will                     | Person.         |
| Gainsay.      | 'deny that a double 'margin must                      | Edge.           |
| Augment.      | 225 'increase the 'difficulties more than             | Embarrassments. |
| Verily.       | half: 'indeed, the writer is 'truly                   | Really.         |
| 'Pleased.     | 'delighted to find himself thus 'near                 | Nigh.           |
| Termination.  | the 'end of his 'self-imposed 'task—                  | Self created.   |
|               | and                                                   | 2 Labors.       |
| Placid.       | So 'gentle 'readers all, of sexes both and ev'ry age, | Hearers.        |
| Unyielding.   | From this time forth 'unceasing 'war with error       | Strife.         |
|               | may you wage :                                        |                 |
| Darkness fell | May 'ignorance your 'presence flee,                   | Nearness.       |
| Heap up.      | And may you 'gather, 'like the bee,                   | As.             |
| Blossoms.     | Sweets from the 'thought-flow'rs 'found in            | Grown.          |
|               | books,—                                               |                 |
| Bitter.       | The 'poison 'leave behind,—                           | Let.            |
| Stow.         | And honey 'store in 'ready nooks                      | Open.           |
| Crannies.     | And 'corners 'of the mind.                            | In.             |
| Sedu'ous.     | On 'careful 'retrospection you will find,             | Retracement     |
| 'Tracked.     | That we have 'traced the 'progress of mankind         | Trials.         |

is deemed adequate to most purposes? 53. Is much unusual labor entailed upon all connected with getting out a book of this description? 54. Of what can the public have no proper conception? 55. Does a double margin increase the difficulties? 56. Why is the writer truly delighted? 57. What is desired for all his readers? 58. What

|                         |                                                        |                        |
|-------------------------|--------------------------------------------------------|------------------------|
| Polity.                 | In 'government, e'en from its 'very birth              | Early.                 |
| Current.                | Up to its 'present 'state upon the Earth :             | Lot.                   |
| Rough.                  | Its first 'rude 'elements we 've seen resolved         | Principles.            |
| Heap.                   | Into a 'mass of codes 'crude and involved,             | Harsh.                 |
| Darker.                 | The 'complex parts of which 'have their solution       | Reach.                 |
| Last.                   | At 'length within our own 'free Constitution.          | Great.                 |
| Right.                  | Of 'course not 'perfect, yet so near perfection,       | Finished.              |
| That Past Time.         | ·The By-gone well may 'pardon this reflection,         | Sleep on.              |
| Now here.               | To which the 'Present 'offers no objection ;           | Proffers.              |
| Coming.                 | And if the 'Future should 'propose rejection           | Desire.                |
| Lesser.                 | Of 'minor 'portions of our glorious laws,              | Clauses.               |
| Should.                 | Care 'must be taken that, in 'mending flaws,           | Helping.               |
| Larger.                 | ·Greater mistakes are 'haply not committed,            | Chance-like.           |
| By it.                  | So that they 'd 'thereby be for 'good unfitted.        | Use.                   |
| Cit'zen's.              | A 'voter's 'obligations have been told,                | Bounden du-<br>ties.   |
| Ballot-box<br>men.      | And all our 'suffrage-holders 'fully warned            | Rightly                |
| Mind.                   | To 'see that freedom is not 'lightly sold,             | Freely.                |
| Gone.                   | For, once 'lost, 'fruitlessly will it be mourn'd.      | Uselessly.             |
| Counsel.                | ·Advice is 'given to our jurymen                       | Offered.               |
| Weigh with<br>care.     | To 'ponder well all 'facts, so that they may           | Truths.                |
| Render.                 | ·Bring in a righteous 'verdict ever, when              | Judgment.              |
| Sworn.                  | ·Called to determine truth, and 'error stay.           | Falsehood.             |
| Of governors            | The right 'executive to 'pardon crimes                 | Free from.             |
| Attacked.               | Has been 'opposed, and all its 'evils shown ;          | Mischiefs.             |
| Indeed.                 | ·In fact, 'amelioration of the times                   | A better pos-<br>ture. |
| On.                     | Can be accomplished 'in one 'way alone.                | Plan.                  |
| Vile culprit.           | Let the 'offender 'feel that punishment                | Learn.                 |
| Fast.                   | Is sure to follow 'in the 'steps of guilt ;            | Track.                 |
| Work out.               | Then shall our laws 'effect their 'full intent,        | True.                  |
| Green.                  | And flourish 'fair, where now they 'droop<br>and wilt. | Fine.                  |
| Justices.               | Our 'magistrates are 'counselled to beware             | Warned here            |
| Perjured evi-<br>dence. | Of 'testimony false ; in 'short, to sift               | Fine.                  |
| Causes.                 | All 'cases to the 'bottom, taking care                 | Utmost.                |
| Keep.                   | To 'guard with conscience 'whole the<br>people's gift. | Clear.                 |

will be found on retrospection? 59. Into what have we seen the first rude principles of government resolved? 60. Where do the complexities of old codes find their solution? 61. What may be pardoned



|                         |                                                          |                       |
|-------------------------|----------------------------------------------------------|-----------------------|
| Women.                  | The claim of 'females to 'good education                 | Sound.                |
| 'The more<br>impressed. | Has been 'insisted on, 'because our youth                | For that.             |
| Obtain.                 | 'Receive of them first 'lessons; and the nation          | Teachings.            |
| Soar.                   | Must 'rise or 'fall as they are taught the<br>truth      | Sink.                 |
| Falsehood.              | Or 'error—for their 'power reaches far,                  | Influence<br>spreads. |
| As.                     | And 'like the mothers still the 'children are.           | Daughters.            |
| Close.                  | To 'end—let ev'ry 'reader now suppose,                   | Person.               |
| Writer.                 | That here the 'author takes with 'trem-<br>bling grasp   | Quiv'ring.            |
| Palm.                   | His, or her 'hand, 'anxious before he goes               | Yearning.             |
| Give and take           | To 'interchange with each a 'friendly<br>clasp;          | Hearty.               |
| 'Mongst.                | For 'midst the living Time 'remorseless mows,            | Regardless.           |
| Since.                  | And, 'as they ne'er may 'meet again, with<br>gasp        | Join.                 |
| Of sorrow.              | 'Convulsive hear him falter 'feebly forth                | Faintly.              |
| Livers.                 | To 'dwellers 'in the East, West, South, and North,       | Of.                   |
| Sound.                  | That 'word which still will 'linger in the<br>throat,    | Halt within.          |
| Enounced.               | 'Pronounced in any 'form, abroad, at home,—              | Way.                  |
| Round.                  | Adieu, or 'frank 'Good-bye, which most<br>we note        | God speed.            |
| Heart.                  | For 'truth:—but still, within 'another tome              | A second.             |
| Companion.              | They may 'encounter, and 'together roam                  | In concert.           |
| Paths.                  | The 'fields of 'knowledge yet, if all should<br>float    | Wisdom.               |
| Buoyant.                | 'Lightly upon life's sea, nor 'sink beneath the<br>swell | Fall.                 |
| Raging.                 | Of trouble's 'stormy waves—So now 'at length,            | A kind.               |
|                         | FAREWELL.                                                |                       |

by the Past? 62. When must care be taken? 63. What have voters been warned to see? 64. What should jurymen ponder? 65. How only can the condition of society be made more safe? 66. What should be guarded by magistrates? 67. What does the author say in conclusion? 68. What is *alliteration*? 69. Point out the instances of alliteration in section nine. 70. What words on page 300 are definitions? 71. What words are synonyms? 72. What words are neither? 73. What is the object of gaining knowledge? 74. How should each one strive to live?

TABLE I. Exhibiting the term of Office, the Salary and the Qualifications for Governor in each of the different States in the Union; also, the requisite Qualifications of a Citizen to Vote for any political purpose whatever within the Jurisdiction of the several States.

| States  | Gov't. term of years. | Governor's Salary per Year. | Qualifications of the Governors.                                                     | Qualifications of Voters.                                                                                       |
|---------|-----------------------|-----------------------------|--------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------|
| Maine.  | 1                     | 1,500                       | 5 years a resident, 30 years of age.                                                 | 21 years of age, 1 year a resident.                                                                             |
| N. H.   | 1                     | 1,000                       | 30 years of age, 7 years resident in the state, 300 $\frac{1}{2}$ property.          | 21 ys. of age, a tax-payer, 6 mo. in the state, 3 mo. a res. of the place.                                      |
| Vt.     | 1                     | 750                         | 4 years a resident.                                                                  | 21 ys. of age, 1 y. res. of good behav'r.                                                                       |
| Mass.   | 1                     | 2,500                       | 7 years a resident in the state.                                                     | 21 ys. of age, 1 res. state, 6 m. of place.                                                                     |
| R. I.   | 1                     | 400                         | Those of a voter.                                                                    | 21 ys. of age, 2 ys. a res., a tax-payer.                                                                       |
| Conn.   | 1                     | 1,000                       | 30 years of age, 6 months resident, \$7 yearly income.                               | 21 ys. of age, 6 mo. a res., \$7 freeh. or a tax-payer, subj. to military duty.                                 |
| N. Y.   | 2                     | 4,000                       | 30 years of age, 5 years a resident, a freeholder.                                   | 21 ys. of age, 1 y. res. state, 4 m. place, tax-payer, subject to milit'y duty.                                 |
| N. J.   | 3                     | 1,600                       | 30 ys. of age, 20 ys. in U. S., 7 in state.                                          | Negroes, 3 ys. res., \$250 freehold.                                                                            |
| Pa.     | 3                     | 3,000                       | 30 years of age, 7 years a resident.                                                 | 21 ys. of age, 1 m. state, 5 m. in place.                                                                       |
| Del.    | 4                     | 1,333                       | 30 years of age, 12 years res. in the U. S., of which 6 shall be in Del.             | 21 ys. of age, 1 y. r., tax-payer, 10 ds. p.                                                                    |
| Md.     | 3                     | 4,200                       | 5 years a resident.                                                                  | 22 years of age, 1 year a resident, a tax-payer, 1 m. res. in the place.                                        |
| Va.*    | 3                     | 3,333                       | 30 years of age, 5 years a resident.                                                 | 21 ys. of age, tax-payer, 1 y. st., 6 m. pl.                                                                    |
| N. C.   | 2                     | 2,000                       | 30 years of age, 5 years a resident,                                                 | 21 years of age, a freeholder, householder, and tax-payer.                                                      |
| S. C.*  | 2                     | 3,500                       | 30 ys. of age, 10 ys. a res., 1,500 $\frac{1}{2}$ freeh.                             | 21 ys. of age, 1 y. a res., a tax-payer.                                                                        |
| Ga.     | 2                     | 3,000                       | 30 ys. of age, 6 res. in the state, 12 in the U. S., \$1,000 prop'y or 500 ac. land. | 21 ys. of age, 2 ys. res., freeh. & tax-p'r. 6 months a resident, a tax-payer.                                  |
| Fa.     | 4                     | 1,500                       | 30 years of age, 10 years res. in the U. S., of which 5 shall be in Florida.         | 21 ys. of age, 2 ys. res. in the state, 6 mo. in the county, subj. to mil. d'y.                                 |
| Ala.    | 2                     | \$2,500                     | 30 ys. of age, 4 ys. resident in the state.                                          | 21 ys. of age, 1 year res., 3 m. in place.                                                                      |
| Miss.   | 2                     | 3,000                       | 30 years of age, 20 in U. S., 5 in state.                                            | 21 ys. of age, 1 year res., 4 m. in place.                                                                      |
| La.     | 4                     | 6,000                       | 35 ys. of age, 15 in U. S., 15 in the state.                                         | 21 ys. of age, tax-payer, 2 ys. st., 1 y. pl.                                                                   |
| Tex.    | 2                     | 2,000                       | 30 years of age, 3 years a resident.                                                 | 21 ys. of age, 1 y. in state, 6 m. in place.                                                                    |
| Ark.    | 4                     | 1,800                       | 30 years of age, born in the U. S., 4 years resident in the state.                   | 21 years of age, 6 months a resident.                                                                           |
| Ten.    | 2                     | 2,000                       | 30 years of age, 7 years a resident.                                                 | 21 years of age, 6 months a resident.                                                                           |
| Ky.     | 4                     | 2,500                       | 35 years of age, 6 years residence.                                                  | 21 ys. of age, 2 ys. in state, 1 y. in place.                                                                   |
| Ohio.   | 2                     | 1,200                       | 30 ys. of age, 12 in the U. S., 4 in the st.                                         | 21 ys. of age, 1 y. res., liable to pay tax.                                                                    |
| Ind.    | 3                     | 1,300                       | 30 ys. of age, 10 in U. S., 5 in the state.                                          | 21 years of age, 1 year a resident.                                                                             |
| Ill.    | 4                     | 1,000                       | 30 years of age, 5 ys. res. in the state.                                            | 21 years of age, 6 months residence.                                                                            |
| Mo.     | 4                     |                             |                                                                                      | 21 ys. of age, 1 y. in state, 3 m. in place.                                                                    |
| Iowa.   | 4                     | 1,000                       | 30 years of age, 2 ys. res. of the state.                                            | 21 ys. of age (idiots, insane or infamous persons excepted,) a resident of the state 6 mo., of the co. 20 days. |
| Wis.    |                       | 2,500                       |                                                                                      |                                                                                                                 |
| Mch.    | 2                     | 1,500                       | 30 ys. of age, 5 in the U. S., 2 in the st.                                          | 21 years of age, 6 months a resident.                                                                           |
| Or. T.  |                       | 500                         |                                                                                      |                                                                                                                 |
| Nin. T. |                       |                             |                                                                                      |                                                                                                                 |
| Ne. T.  |                       |                             |                                                                                      |                                                                                                                 |

<sup>1</sup> Not eligible for the next 3 years.

<sup>2</sup> Not eligible for more than 6 years in 9.

<sup>3</sup> Not eligible for two consecutive terms.

<sup>4</sup> Not eligible for more than 4 years in 6.

<sup>5</sup> Not eligible for the next 4 years.

<sup>6</sup> Not eligible for more than 8 years in 12.

<sup>7</sup> Not eligible for more than 6 years in 8.

<sup>8</sup> Not eligible for the next 7 years.

<sup>9</sup> Not eligible more than 4 years in 8.

The District of Columbia is under the immediate government of Congress, and, by an act of Congress in 1846, now includes only Georgetown and Washington, which lie on the Maryland side of the Potomac river.

1 For how long a term is the governor of this State elected? 2. What qualifications are required by the constitution of this State? 3. By whom is the governor of this State elected? 4. In what State must voters be 22 years of age? 5. What is the salary of the governor of this State? 6. What is the meaning of the word freehold? 7. What does the figure at the left of N. J. and several of the following States, denote? 8. What peculiarity exists in each of those States in reference to the office of governor? 9. In what States is the governor elected for 4 years—3 years—2 years—1 year? Note.—Should the class be advanced, similar questions may be asked in reference to every State in the Union.

\* Elected by the Legislature. In all the other States, the citizens vote for the governors. Whenever there are several candidates, and no one has a sufficient number of votes to secure his election, the legislature then elect some one of the prominent candidates.

TABLE II. *A Synopsis of the Constitutions of the several States, arranged in Geographical Order, exhibiting the number of State Senators and Representatives, their respective Terms of Office, and requisite Qualifications.*

| States | No. of Sen's. | Term of Ys. | No. of Rep's. | Term of Ys. | Years of age | Qualifications of Senators.                                                    | Years of age. | Qualifications of Representatives.                                                                |
|--------|---------------|-------------|---------------|-------------|--------------|--------------------------------------------------------------------------------|---------------|---------------------------------------------------------------------------------------------------|
| Me.,   | 31            | 1           | 200           | 1           | 25           | 5 years citizen of U. S., 1 year in the state, and 3 months in the town.       | 21            | 5 years citizen of U. S., 1 year in the state, 3 months in the town                               |
| N. H., | 12            | 1           | 286           | 1           | 30           | 7 ys. res., freehold in the state of 200l                                      | 21            | 2 ys. res., 100l. half freeh. in dist.                                                            |
| Vt.,   | 30            | 1           | 230           | 1           | 30           | 2 ys. resident of the state, 1 y. town.                                        | 21            | 2 ys. res. in the state, 1 y. town.                                                               |
| Mass., | 40            | 1           | 356           | 1           | 30           | 5 ys. res. of st., dwelling in dist. rep.                                      | 21            | 1 y. res. of the town represented.                                                                |
| R. I., | *31           | 1           | 72            | 1           | 35           | 6 years resident of the state.                                                 | 21            | 2 years resident of the state.                                                                    |
| Conn., | 24            | 1           | 220           | 1           | 21           | Resident of the state, freehold of 40 shillings, or 40l. personal estate.      | 21            | Resident of the state, freeh. of 40 shillings, or 40l. personal estate.                           |
| N. Y., | 32            | 2           | 128           | 1           | 35           | 6 years resident of the state.                                                 | 21            | 2 years resident of the state.                                                                    |
| N. J., | 18            | 3           | 60            | 1           | 30           | 4 ys. citizen of state, 1 y. of county.                                        | 21            | 2 ys. cit. of the state, 1 y. of co'ty.                                                           |
| Pa.,   | 33            | 3           | 100           | 1           | 25           | 4 ys. citizen of state, 1 y. of district.                                      | 21            | 3 ys. cit. of state, 1 y. of district.                                                            |
| Del.,  | 9             | 4           | 21            | 2           | 27           | 3 ys. cit. of state, 1 y. of county, 200 acres freeh., or any estate of 1000l. | 21            | 3 years citizen of the state, 1 year of the county.                                               |
| Md.,   | 21            | 6           | 82            | 2           | 25           | 3 ys. resident of the state or county.                                         | 21            | 1 year in the state and county.                                                                   |
| Va.,   | 32            | 4           | 134           | 1           | 30           | Res. freeholder of dist. represented.                                          | 25            | Res. freeh. of place represented.                                                                 |
| N. C., | 50            | 2           | 120           | 2           | 21           | 1 y. res., 300 acres in fee in dist. rep.                                      | 21            | 1 y. res., 100 acres freehold †                                                                   |
| S. C., | 45            | 4           | 124           | 2           | 30           | 5 ys. res. of the state, 300l. freeh.—if non-resident, 1000l.                  | 21            | 3 ys. res. st., freeh. est. in dist. of 500 acres and 10 negroes—non-residents, freehold of 500l. |
| Ga.,   | 47            | 1           | 130           | 1           | 25           | 9 ys. cit. U. S., 3 ys. state, 1 y. county.                                    | 21            | 7 ys. cit. U. S., 3 ys. state, 1 y. co'ty.                                                        |
| Fa.,   | 17            | 2           | 60            | 1           | 25           | 2 ys. res. of the state, 1 y. of county.                                       | 21            | 2 years res. of state, 1 y. county.                                                               |
| Ala.,  | 33            | 4           | 100           | 2           | 27           | 2 ys. res. of state 1 y. of the district.                                      | 21            | 2 years res. of state, 1 y. district.                                                             |
| Miss., | 33            | 4           | 100           | 2           | 30           | 4 ys. cit. of U. S., res. 1 y. in district                                     | 21            | Res. 2 ys. of st., 1 y. of place rep.                                                             |
| La.,   | 17            | 4           | 60            | 2           | 27           | 10 ys. cit. U. S., res. inst. 4 y., dist. 1 y.                                 | 21            | 3 ys. cit. U. S., state 3 ys., parish 1 y.                                                        |
| Texas, | 31            | 4           | 90            | 2           | 30           | Voter; res. 3 ys. in state, 1 y. district.                                     | 21            | Voter; res. 2 ys. of st., 1 y. district.                                                          |
| Ark.,  | 33            | 4           | 100           | 2           | 30           | Res. of st. 1 y., of dist. at election.                                        | 25            | Resident of the county.                                                                           |
| Tenn., | 32            | 2           | 99            | 2           | 30           | Voter; res. of state 3 ys., county 1 y.                                        | 21            | Voter; res. of st. 2 ys., county 1 y.                                                             |
| Ky.,   | 38            | 1           | 100           | 1           | 35           | 6 ys. res. of the state, 1 y. of district.                                     | 21            | 2 ys. res. of state, 1 y. of county.                                                              |
| Ohio,  | 36            | 2           | 72            | 1           | 30           | Citizen of the U. S., resident of the county or district 2 years.              | 25            | Cit. of state and U. S., 1 y. res. of the county, and a tax-payer.                                |
| Ind.,  | 50            | 3           | 100           | 1           | 25           | Cit. of U. S., 2 ys. res. st., 1 y. in dist.                                   | 21            | Cit. U. S., 1 y. state and co., tax-p'r.                                                          |
| Ill.,  | 18            | 4           | 36            | 2           | 25           | Cit. U. S., 1 y. res. st. & dist., tax-p'r.                                    | 21            | Cit. U. S., 1 y. state and co., tax-p'r.                                                          |
| Mo.,   | 33            | 4           | 100           | 2           | 30           | Cit. U. S., 4 ys. res. st., 1 y. dist., tax-p.                                 | 24            | Cit. U. S., 2 ys. st., 1 y. co., tax-p'r.                                                         |
| Iowa,  | 36            | 4           | 72            | 2           | 25           | 1 y. res. of state, 30 days of district.                                       | 21            | 1 y. res. of state, 30 days of dist.                                                              |
| Wis.,  | 13            | 2           | 26            | 1           |              |                                                                                |               |                                                                                                   |
| Mich., | 33            | 2           | 100           | 1           | 21           | Qualified elector, res. of the district.                                       | 21            | Qualified elector, res. of county.                                                                |
| O. T.  |               |             |               |             |              |                                                                                |               |                                                                                                   |
| M. T.  |               |             |               |             |              |                                                                                |               |                                                                                                   |
| N. T.  |               |             |               |             |              |                                                                                |               |                                                                                                   |

1. How many Senators has this State? 2. How many Representatives? 3. What is the term of office of a Senator of this State? 4. What is the term of office of a Representative? 5. How old must a Senator be? 6. How long a resident of the State? 7. Of his district? 8. How much property must he own? 9. How old must a Representative be? 10. A resident of the State how long? 11. Of his town, (or township,) county, or district, how long? 12. What amount of property must he own? 13. What is the proportion of Senators to Representatives in this State? 14. What is the excess of Representatives over Senators in this State? 15. Are these numbers always the same? 16. What is the reason of this? 17. Which State has the greatest number of Senators? 18. Which State has the least number of Senators? 19. Which State has the greatest number of Representatives? 20. Which State has the least number of Representatives? 21. In which State, or States, is the Senators' term of years the longest? 22. In which State, or States, is the Senators' term of years the shortest? 23. In which State is the Representatives' term of office the longest? 24. In which State is their term shortest? 25. In your opinion, which State has the most advantageous representation with regard to proportional number? 26. Which State has the most advantageous term of service for legislative purposes?

\* This is increased to 33 by the governor of the State, who is presiding officer, and by the lieutenant-governor, who presides in the governor's absence.

† Representatives are called 'Commons' in this State.

The largest number of State Senators and Representatives allowed by the respective Constitutions is here given. The State Legislatures are liable to variation on account of peculiar municipal regulations, and contingent circumstances.



TABLE III. *Exhibiting the Manner in which the Judges are Appointed or Elected in the respective States—their Term of Office, &c.*

- Maine.** The judges are appointed by the Governor and Council, and hold office during good behaviour, but not beyond the age of 70.
- New Hampshire.** The judges are appointed by the Governor and Council, and hold office during good behaviour, but not beyond the age of 70.
- Vermont.** The judges are chosen annually by the Legislature.
- Massachusetts.** The judges are appointed by the Governor and Council, and hold office during good behaviour.
- Rhode Island.** The judges are appointed annually by the General Assembly.
- Connecticut.** The judges are appointed by the General Assembly; those of the Supreme Court and Superior Courts hold office during good behaviour, but not over the age of 70.
- New York.** The chancellor and judges are appointed by the Governor, with the consent of the Senate. The chancellor and justices of the Supreme and Circuit Courts hold office during good behaviour until 60 years old. Judges of County Courts, or Courts of Common Pleas, are appointed for the term of five years.
- New Jersey.** Appointed by the Governor, by and with the advice and consent of the Senate. The chancellor and judges of the Supreme Court hold office for 7 years. The five judges of the Court of Common Pleas are chosen by joint ballot of the Legislature, one every year.
- Pennsylvania.** Appointed by the Governor, with consent of the Senate; judges of the Supreme Court for 15 years; presiding judges of Courts of Common Pleas and other courts of record for 10 years; associate judges of Courts of Common Pleas for 5 years.
- Delaware.** The judges are appointed by the Governor, and hold office during good behaviour; they may be removed by the Governor on an address of two-thirds of all the members of each house of the General Assembly.
- Maryland.** The judges are appointed by the Governor and Senate, and hold office during good behaviour.
- Virginia.** The judges are elected by joint vote of both houses of the General Assembly, and hold office during good behaviour.
- North Carolina.** The judges of the Supreme and Superior Courts are elected by joint ballot of the Legislature, and hold office during good behaviour.
- South Carolina.** The chancellor and judges are appointed by joint ballot of the Senate and House of Representatives, and hold office during good behaviour.
- Georgia.** Judges of the Superior Courts are elected by the Legislature for 6 years. Justices of the inferior Courts, and of the peace, are elected by the people for 4 years.
- Florida.** The judges are elected by the Legislature at first for 5 years; after that term, during good behaviour.
- Alabama.** The chancellors and judges of the Supreme and Circuit Courts are elected by joint vote of the Senate and House of Representatives for 6 years.
- Mississippi.** All the judges are elected by the people; those of the High Court of Errors and Appeals for 6 years, as is also the chancellor; those of Circuit Courts for 4 years, and those of Probate for 2 years.
- Louisiana.** The judges of the Supreme Court are appointed by the Governor, by and with the advice and consent of the Senate, for 8 years; those of the lower courts for 6 years.
- Texas.** The judges are appointed by the Governor with the advice and consent of two-thirds of the Senate, and hold office for 6 years.
- Arkansas.** Judges of the Supreme and Circuit Courts are chosen by the General Assembly—the first for 8, the second for 4 years. Justices of the peace are elected by the people for 2 years. Judges of County Courts are chosen by juries of the peace.
- Tennessee.** The judges are elected by joint vote of both Houses of the General Assembly—those of the Supreme Court for 12 years—those of inferior courts for 8 years.
- Kentucky.** Judges of the different courts and justices of the peace are appointed by the Governor, with the advice and consent of the Senate, and hold office during good behaviour.
- Ohio.** The judges are elected by joint ballot of the General Assembly, for 7 years.
- Indiana.** Judges of the Supreme Court are appointed by the Governor, with consent of the Senate. For the Circuit Courts, the presiding judges are appointed by the Legislature, and the associate judges are elected by the people. All hold office for 7 years.
- Illinois.** The judges are appointed by joint ballot of both Houses of General Assembly, and hold office during good behaviour.
- Minnesota.** Judges of the Supreme Court are appointed by the Governor and Senate for 12 years—those of the Circuit Courts, by the district qualified electors, for 6 years.
- Iowa.** Judges of the Supreme Court are elected by joint vote of the General Assembly, for 6 years—those of District Courts, by the qualified voters of their respective districts, for 5 years.
- Wisconsin.**
- Michigan.** Judges of the Supreme Court are appointed by the Governor and Senate for 7 years—judges of County Courts, associate judges of Circuit Courts, and judges of Probate are elected by the people, for 4 years.

1. Are the judges in this State appointed or elected? 2. By whom and in what manner? 3. How long do the judges of the Supreme Court hold office in this State? 4. How long do the judges of the Superior Courts hold office? 5. How long do those of the Circuit Courts hold office? 6. What is the term of judges of the County Courts? 7. Of judges of Probate? 8. Of Justices of the Peace? 9. Has this State any peculiarities in the appointment or election of any of its judicial officers? 10. What are they? 11. Taken in the aggregate, which State has, in your opinion, the best regulations in this respect? 12. In your opinion, what mode of appointment leaves a judge most at liberty to obey the impartial dictates of his own conscience? 13. Give your reasons for this opinion? 14. Should a judge be a good lawyer? 15. Why? &c.

TABLE IV. Exhibiting the origin of the first settlers of each State, the time when, and the place where, the first settlement was made—the year in which the several States were admitted into the Union—the square miles—population to the square mile—population of each State, according to the census of 1840, and estimated population of the Territories, &c., in 1848.

| States  | Year when settled. | Place of first settlement. | Origin of first settlers | Admitted into Union. | Square miles.         | Pop. sq. m. | Whites.    | Free Blacks | Slaves.   | Total Pop. | Militia.   |
|---------|--------------------|----------------------------|--------------------------|----------------------|-----------------------|-------------|------------|-------------|-----------|------------|------------|
| Me.,    | 1630               | York,                      | Eng.                     | 1820                 | 35,000                | 15          | 500,438    | 1,355       | 0         | 501,793    | 41,665     |
| N. H.,  | 1623               | Dover,                     | Eng.                     | *                    | 9,491                 | 30          | 281,036    | 537         | 1         | 281,574    | 29,439     |
| Vt.,    | 1724               | Ft. Dummer,                | Eng.                     | 1791                 | 8,000                 | 37          | 291,218    | 730         | 0         | 291,948    | 23,966     |
| Mass.,  | 1620               | Plymouth,                  | Eng.                     | *                    | 7,800                 | 98          | 729,030    | 8,669       | 0         | 737,699    | 95,839     |
| R. I.,  | 1636               | Providence,                | Eng.                     | *                    | 1,225                 | 88          | 105,587    | 3,238       | 5         | 108,830    | 15,786     |
| Conn.,  | 1633               | Windsor,                   | Eng.                     | *                    | 4,761                 | 65          | 301,856    | 8,105       | 17        | 309,978    | 57,719     |
| N. Y.,  | 1614               | Albany,                    | Dutch.                   | *                    | 47,000                | 52          | 2,378,690  | 50,027      | 4         | 2,428,721  | 165,544    |
| N. J.,  | 1624               | Bergen,                    | Danes.                   | *                    | 8,320                 | 45          | 351,588    | 21,445      | 674       | 373,306    | 39,171     |
| Pa.,    | 1682               | Philadelphia,              | Eng.                     | *                    | 46,000                | 38          | 1,676,115  | 47,854      | 61        | 1,724,033  | 271,037    |
| Del.,   | 1627               | C. Henlopen,               | Swedes & Finns           | *                    | 2,100                 | 37          | 58,561     | 16,919      | 2,605     | 78,085     | 9,229      |
| Md.,    | 1634               | St. Mary's,                | Eng.                     | *                    | 9,336                 | 50          | 318,241    | 62,078      | 89,737    | 469,232    | 46,864     |
| D. C.,  |                    |                            |                          |                      | 64                    | 437         | 30,657     | 8,361       | 4,694     | 43,712     | 1,219      |
| Va.,    | 1607               | Jamestown,                 | Eng.                     | *                    | 70,036                | 18          | 740,968    | 49,812      | 448,987   | 1,239,797  | 121,336    |
| N. C.,  | 1650               | Albemarle,                 | Eng.                     | *                    | 50,000                | 15          | 484,870    | 22,732      | 245,817   | 753,419    | 79,448     |
| S. C.,  | 1670               | Port Royal,                | Eng.                     | *                    | 33,000                | 18          | 259,081    | 8,276       | 327,038   | 594,398    | 51,704     |
| Ga.,    | 1733               | Savannah,                  |                          | *                    | 62,000                | 11          | 407,695    | 2,753       | 280,944   | 691,392    | 57,312     |
| Fa.,    | 1565               | St. Augustine              | Span.                    | 1845                 | 55,000                | 1           | 27,943     | 817         | 25,717    | 54,477     | 12,122     |
| Ala.,   | 1702               | Near Mobile,               | Fr.                      | 1819                 | 51,770                | 12          | 335,185    | 2,039       | 253,532   | 590,756    | 61,336     |
| Miss.,  | 1716               | Natchez,                   | Fr.                      | 1817                 | 48,000                | 8           | 179,074    | 1,396       | 195,211   | 375,651    | 36,084     |
| La.,    | 1699               | Iberville,                 | Fr.                      | 1811                 | 48,321                | 8           | 158,457    | 25,502      | 168,452   | 352,411    | 14,808     |
| †Ts.,   |                    |                            |                          | 1845                 | 320,000               | 1           | 300,000    |             | 32,000    | 332,000    | 45,250     |
| Ark.,   | 1685               | Arkans. Post,              | Fr.                      | 1836                 | 55,000                | 2           | 77,174     | 465         | 19,935    | 97,574     | 53,913     |
| Tenn.,  | 1756               | Fort Loudon,               | Eng.                     | 1796                 | 45,000                | 19          | 640,627    | 5,521       | 183,059   | 829,210    | 71,252     |
| Ky.,    | 1775               | Boonsboro',                | U. S.                    | 1792                 | 40,000                | 20          | 590,253    | 7,317       | 182,258   | 779,838    | 90,976     |
| Ohio,   | 1788               | Marietta,                  | U. S.                    | 1802                 | 44,000                | 35          | 1,502,122  | 17,342      | 3         | 1,519,467  | 176,455    |
| Ind.,   | 1690               | Vincennes,                 | Fr.                      | 1816                 | 36,400                | 19          | 678,702    | 7,165       | 3         | 686,866    | 61,000     |
| Ill.,   | 1683               | Kaskaskia,                 | Fr.                      | 1818                 | 55,000                | 9           | 472,254    | 3,598       | 331       | 476,183    | 17,137     |
| Mo.,    | 1763               | St. Genevieve              | Fr.                      | 1821                 | 61,000                | 6           | 323,684    | 1,574       | 58,240    | 383,702    | 60,886     |
| Iowa,   | 1833               | Burlington,                | U. S.                    | 1845                 | 200,000               | 1-5         | 42,924     | 172         | 16        | 43,112     | 7,181      |
| Wis.,   |                    |                            |                          | 1848                 | 100,000               | 1-3         | 30,749     | 185         | 11        | 30,945     | 5,223      |
| Mich.,  | 1670               | Detroit,                   | Fr.                      | 1836                 | 60,000                | 5           | 211,560    | 707         | 0         | 212,267    | 83,231     |
| †O. T.  |                    |                            |                          |                      |                       |             |            | 30,000      |           | 30,000     | 2,100      |
| †M. T.  |                    |                            |                          |                      |                       |             |            |             |           |            |            |
| †N. T.  |                    |                            |                          |                      |                       |             |            |             |           |            |            |
| U. Cal. |                    |                            |                          |                      |                       |             |            | 15,000      |           | 30,000     | 2,500      |
| Total,  |                    |                            |                          |                      | 1,616,646             | 14          | 14,499,705 | 421,293     | 1,519,355 | 17,395,333 | 1,915,565  |
|         |                    |                            |                          |                      | In the naval service, |             |            |             |           |            | 6,100      |
|         |                    |                            |                          |                      | Grand Total,          |             |            |             |           |            | 17,401,453 |

1. When and where was the first settlement made in this State? 2. Whence came the first settlers of this State? 3. How many square miles has this State? 4. What was the population to the square mile in this State in 1840? 5. How many white inhabitants were there in this State in 1840? 6. How many black inhabitants were there in 1840? 7. What was the total population of this State in 1840? 8. What is the probable number of militia in this State? 9. How many citizens of the United States were engaged in the naval service, according to the census of 1840? 10. Which State has the greatest number of militia? 11. Which State the smallest number? 12. What is the probable number of militia in the United States? 13. Which was the earliest settled State? 14. By whom and when was it settled? 15. Which was the first English settlement? 16. French? 17. What State did the Dutch settle? 18. Danes? 19. Swedes and Finns? 20. How many States were settled by the English? 21. The French? 22. Which State has the greatest number of square miles? 23. Greatest population? 24. Greatest population to the square mile? 25. Which is the smallest in extent? 26. In population? 27. Fewest inhabitants to the square mile? 28. The greatest number of whites? 29. Free blacks? 30. Slaves? 31. Which States have more slaves than whites? 32. What was the population of the United States in 1840? 33. How many States the size of Kentucky would Texas make?

\* The original States that declared their independence, July 4th, 1776.

† In 1848.

‡ Minnesota Territory is north of Iowa, and west of the Mississippi River.

§ Nebraska Territory is west of Iowa and the northern part of Missouri, and extends to the Rocky Mountains on the west, on the south to the Indian Territory, and was formerly a part of Missouri Territory.

¶ See Militia, in the Glossary, latter part of this book.

|| Indians.

TABLE V. *Exhibiting in Geographical Order the States, their Seats of Government, the Times of the Election of State Officers, and the Meeting of the several Legislatures, with the amount of the different State Debts.*

| States.        | Seats of Govern-<br>ment.       | Times of holding<br>Elections. | Times of the Meeting of<br>the Legislatures.     | Total<br>Debt. |
|----------------|---------------------------------|--------------------------------|--------------------------------------------------|----------------|
| Maine.         | Augusta.                        | 2d Mon. in September.          | 2d Wednesday in May.                             | \$1,142,700    |
| N. Hampshire.  | Concord.                        | 2d Tuesday in March.           | 1st Wednesday in June.                           | None.          |
| Vermont.       | Montpelier.                     | 1st Tues. in September.        | 2d Thursday in October.                          | 279,960        |
| Massachusetts. | Boston.                         | 2d Mon. in November.           | 1st Wed. in January.                             | 6,049,209      |
| Rhode Island.  | { Providence, }<br>{ Newport, } | 1st Wedn. in April.            | { 1st Tuesday in May.<br>Last Monday in October. | 152,719        |
| Connecticut.   | Hartford & N. Hav.              | 1st Monday in April.           | 1st Wednesday in May.                            | None.          |
| New York.      | Albany.                         | 1st Mon. in November.          | 1st Tuesday in January.                          | 24,734,081     |
| New Jersey.    | Trenton.                        | Tu. af. 1st Mon. in Nov.       | 4th Tuesday in January.                          | 65,596         |
| Pennsylvania.  | Harrisburg.                     | 2d Tuesday in October.         | 1st Tuesday in January.                          | 40,739,577     |
| Delaware.      | Dover.                          | 2d Tues. in November.          | 1st Tues. in Jan. <i>biennially</i> .            | None.          |
| Maryland.      | Annapolis.                      | 1st Wedn. in October.          | Last Mon. in Dec. <i>bienn.</i>                  | 13,311,707     |
| Virginia.      | Richmond.                       | 4th Thursday in April.         | 1st Monday in December.                          | 7,349,292      |
| N. Carolina.   | Raleigh.                        | Commonly in August.            | 2d Mon. in Nov. <i>biennially</i> .              | None.          |
| S. Carolina.   | Columbia.                       | 2d Monday in October.          | 4th Mon. in November.                            | 5,234,502      |
| Georgia.       | Milledgeville.                  | 1st Monday in October.         | 1st Mon. in Nov. <i>bienn.</i>                   | 1,727,760      |
| Florida.       | Tallahassee.                    | 1st Monday in October.         | 1st Mon. in November.                            | 4,850,000      |
| Alabama.       | Montgomery.                     | 1st Monday in August.          | 1st Mon. in Dec. <i>bienn.</i>                   | 13,646,078     |
| Mississippi.   | Jackson.                        | 1st Mon. and Tu. in Nov.       | 1st Mon. in Jan. <i>bienn.</i>                   | 7,271,707      |
| Louisiana.     | New Orleans.                    | 1st Mon. in November.          | 3d Mon. in Jan. <i>bienn.</i>                    | 16,238,131     |
| Texas.         | Austin.                         | 1st Mon. in November.          | January, <i>biennially</i> .                     | 9,949,007      |
| Arkansas.      | Little Rock.                    | 1st Monday in August.          | 1st Mon. in Nov. <i>bienn.</i>                   | 3,617,227      |
| Tennessee.     | Nashville.                      | 1st Thurs. in August.          | 1st Mon. in Oct. <i>bienn.</i>                   | 3,373,416      |
| Kentucky.      | Frankfort.                      | 1st Monday in August.          | 1st Monday in December.                          | 4,596,026      |
| Ohio.          | Columbus.                       | 2d Tuesday in October.         | 1st Monday in December.                          | 19,246,002     |
| Indiana.       | Indianapolis.                   | 1st Monday in August.          | 1st Monday in Decemb.r.                          | 15,784,940     |
| Illinois.      | Springfield.                    | 1st Monday in August.          | 1st Mon. in Dec. <i>bienn.</i>                   | 14,042,718     |
| Missouri.      | Jefferson City.                 | 1st Monday in August.          | 1st Mon. in Nov. <i>bienn.</i>                   | 684,997        |
| Iowa.          | Iowa City.                      | 1st Monday in August.          | 1st Mon. in Dec. <i>bienn.</i>                   |                |
| Wisconsin.     | Madison.                        |                                |                                                  |                |
| Michigan.      | Michigan.                       | 1st Tues. in November.         | 1st Monday in January.                           | 2,828,201      |
| Oregon T.      |                                 |                                |                                                  |                |
| Minnesota T.   |                                 |                                |                                                  |                |
| Nebraska T.    |                                 |                                |                                                  |                |
| U. California  |                                 |                                |                                                  |                |
| Total,         |                                 |                                |                                                  | 216,911,554    |

1. What is the seat of government of Maine? 2. At what time is the election held in Maine? 3. When does its legislature meet? 4. What is the amount of its debt? 5. What is the seat of government of New Hampshire? 6. At what time is its election held? 7. When does its legislature meet? 8. Has New Hampshire a public debt? 9. What is the seat of government of Vermont? 10. At what time is its election held? 11. When does its legislature meet? 12. What is the amount of its debt? 13. What is the seat of government of Massachusetts? 14. When is its election held? 15. When does its legislature meet? 16. What is the amount of its debt? 17. What is the seat of government of Rhode Island? 18. When is its election held? 19. At what time does its legislature meet? 20. What is the amount of its debt? 21. What is the seat of government of Connecticut? 22. When is its election held? 23. When does its legislature meet? 24. What is the seat of government of New York? 25. When is its election held? 26. When does its legislature meet? 27. What is the amount of its debt? 28. What is the seat of government of New Jersey? 29. When is its election held? 30. When does its legislature meet? 31. What is the amount of its debt? 32. What is the seat of government of Pennsylvania? 33. When is its election held? 34. When does its legislature meet? 35. What is the amount of its debt? 36. What is the seat of government of Delaware? 37. When is its election held? 38. When does its legislature meet? 39. What is the seat of government of Maryland? 40. When is its election held? 41. When does its legislature meet? 42. What is the amount of its debt? 43. What is the seat of government of Virginia? 44. When is its election held? 45. When does its legislature meet? 46. What is the amount of its debt? 47. What is the seat of government of North Carolina? 48. When is its election held? 49. When does its legislature meet? 50. What is the seat of government of South Carolina? 51. When is its election held? 52. When does its legislature meet? 53. What is the amount of its debt? 54. What is the seat of government of Georgia? 55. Of Florida? 56. Of Alabama? 57. Of Mississippi? 58. Of Louisiana? 59. Of Texas? 60. Of Arkansas? 61. Of Tennessee? 62. Of Kentucky? 63. Of Ohio? 64. Of Indiana? 65. Of Illinois? 66. Of Missouri? 67. Of Iowa? 68. Of Wisconsin? 69. Of Michigan? 70. Which State has the largest public debt? 71. Which State has the second largest public debt? 72. Which of the States have no public debt? 73. What is the total debt of all of the States?



TABLE VI. *Exhibiting the Business of the active Inhabitants in the several States—the number of Representatives in Congress—the number of Presidential Electors—the number of Scholars at Academies, Grammar, Primary and Common Schools, and the number of white Persons over 20 years of age who could not read and write, according to the Census of 1840*

| States, &c.   | Agriculture. | Manuf'ry and mechanic Arts | Mercantile business. | Theology, Law and Medicine. | Navigating the Ocean. | Navigating Rivers, &c. | Mining. | Reps. in C. | P. Electors | Scholars at Acad. and Gram. Sch. | Scholars at Primary & Common Schools | White over 20 yrs. of age who cannot read and write |
|---------------|--------------|----------------------------|----------------------|-----------------------------|-----------------------|------------------------|---------|-------------|-------------|----------------------------------|--------------------------------------|-----------------------------------------------------|
| Maine,        | 101,630      | 21,879                     | 2,921                | 1,889                       | 10,091                | 539                    | 36      | 7           | 9           | 8,477                            | 164,477                              | 8,211                                               |
| New Hamp.     | 77,919       | 17,826                     | 1,739                | 1,640                       | 452                   | 198                    | 13      | 4           | 6           | 5,799                            | 83,632                               | 942                                                 |
| Vermont,      | 73,150       | 13,174                     | 1,303                | 1,563                       | 41                    | 146                    | 77      | 4           | 6           | 4,113                            | 82,117                               | 2,270                                               |
| Mass.,        | 87,837       | 85,176                     | 8,063                | 3,801                       | 27,153                | 372                    | 499     | 10          | 12          | 16,740                           | 160,257                              | 4,448                                               |
| R. Island,    | 16,617       | 21,271                     | 1,348                | 467                         | 1,717                 | 228                    | 35      | 2           | 4           | 3,661                            | 17,355                               | 1,614                                               |
| Conn.,        | 56,955       | 27,932                     | 2,743                | 1,697                       | 2,700                 | 431                    | 151     | 4           | 6           | 4,865                            | 65,739                               | 526                                                 |
| New York,     | 455,951      | 173,193                    | 28,468               | 14,111                      | 5,511                 | 10,167                 | 1,898   | 31          | 36          | 34,715                           | 502,365                              | 14,452                                              |
| N. Jersey,    | 56,701       | 27,004                     | 2,283                | 1,627                       | 1,113                 | 1,625                  | 269     | 5           | 7           | 3,027                            | 52,583                               | 6,385                                               |
| Penn'a.,      | 207,533      | 105,883                    | 15,338               | 6,706                       | 1,815                 | 3,951                  | 4,603   | 21          | 26          | 15,970                           | 179,989                              | 33,940                                              |
| Delaware,     | 16,015       | 4,060                      | 467                  | 199                         | 401                   | 235                    | 5       | 1           | 3           | 764                              | 6,924                                | 4,832                                               |
| Maryland,     | 69,851       | 21,325                     | 3,249                | 1,647                       | 721                   | 1,519                  | 313     | 6           | 8           | 4,178                            | 16,982                               | 11,605                                              |
| Dist. of Col. | 384          | 2,278                      | 240                  | 203                         | 126                   | 80                     |         |             |             | 1,389                            | 851                                  | 1,039                                               |
| Virginia,     | 318,771      | 51,147                     | 6,361                | 3,896                       | 582                   | 2,952                  | 1,995   | 15          | 17          | 11,080                           | 35,331                               | 58,787                                              |
| N. Carolina,  | 217,095      | 11,322                     | 1,734                | 1,086                       | 327                   | 379                    | 589     | 9           | 11          | 4,398                            | 14,937                               | 56,009                                              |
| S. Carolina,  | 198,461      | 10,325                     | 1,958                | 1,481                       | 381                   | 348                    | 51      | 7           | 9           | 4,826                            | 12,531                               | 20,615                                              |
| Georgia,      | 209,383      | 7,981                      | 2,428                | 1,250                       | 262                   | 352                    | 574     | 8           | 10          | 7,878                            | 15,561                               | 30,717                                              |
| Florida,      | 12,117       | 1,177                      | 481                  | 204                         | 435                   | 118                    | 1       | 1           | 3           | 732                              | 925                                  | 1,303                                               |
| Alabama,      | 177,439      | 7,195                      | 2,212                | 1,514                       | 256                   | 758                    | 96      | 7           | 9           | 5,018                            | 16,243                               | 22,392                                              |
| Mississippi,  | 139,724      | 4,151                      | 1,303                | 1,506                       | 31                    | 100                    | 14      | 4           | 6           | 2,553                            | 8,249                                | 8,360                                               |
| Louisiana,    | 79,289       | 7,565                      | 8,549                | 1,018                       | 1,322                 | 662                    | 4       | 6           |             | 1,995                            | 3,573                                | 4,861                                               |
| Ohio,         | 272,579      | 66,265                     | 9,201                | 5,663                       | 212                   | 3,321                  | 704     | 21          | 23          | 4,310                            | 218,094                              | 58,531                                              |
| Kentucky,     | 197,738      | 23,217                     | 3,448                | 2,487                       | 41                    | 968                    | 331     | 10          | 12          | 4,906                            | 21,641                               | 4,861                                               |
| Tennessee,    | 227,739      | 17,815                     | 2,217                | 2,042                       | 55                    | 302                    | 103     | 11          | 13          | 5,539                            | 25,094                               | 8,402                                               |
| Michigan,     | 56,521       | 6,890                      | 728                  | 904                         | 21                    | 166                    | 40      | 4           | 6           | 485                              | 20,701                               | 6,567                                               |
| Indiana,      | 148,806      | 20,590                     | 3,076                | 2,257                       | 89                    | 627                    | 233     | 10          | 12          | 2,916                            | 48,184                               | 10,078                                              |
| Illinois,     | 105,337      | 13,185                     | 2,506                | 2,071                       | 63                    | 310                    | 782     | 7           | 9           | 1,957                            | 34,879                               | 35,394                                              |
| Missouri,     | 92,408       | 11,100                     | 2,522                | 1,469                       | 39                    | 1,885                  | 712     | 5           | 7           | 1,926                            | 16,788                               | 38,100                                              |
| Arkansas,     | 26,355       | 1,173                      | 215                  | 301                         | 3                     | 39                     | 41      | 1           | 3           | 300                              | 2,614                                | 27,502                                              |
| Wisconsin,    | 7,017        | 1,814                      | 479                  | 229                         | 14                    | 209                    | 794     | 5           | 5           | 65                               | 1,937                                | 1,701                                               |
| Iowa,         | 10,469       | 1,629                      | 355                  | 365                         | 13                    | 78                     | 217     | 2           | 4           | 25                               | 1,500                                | 1,118                                               |
| Texas,        |              |                            |                      |                             |                       |                        |         |             |             |                                  |                                      |                                                     |
| Oregon Ter.   |              |                            |                      |                             |                       |                        |         |             |             |                                  |                                      |                                                     |
| Minnesota T.  |              |                            |                      |                             |                       |                        |         |             |             |                                  |                                      |                                                     |
| Nebraska T.   |              |                            |                      |                             |                       |                        |         |             |             |                                  |                                      |                                                     |
| U. California |              |                            |                      |                             |                       |                        |         |             |             |                                  |                                      |                                                     |
| Indian Ter.   |              |                            |                      |                             |                       |                        |         |             |             |                                  |                                      |                                                     |
| Total,        | 3,717,756    | 791,545                    | 117,575              | 65,236                      | 56,025                | 33,067                 | 15,203  | 226         |             | 164,159                          | 1,815,214                            | 549,693                                             |

1. How many inhabitants were there in this State engaged in agriculture, according to the census of 1840? 2. In mercantile business? 3. In manufacturing and the mechanic arts? 4. In theology, law and medicine? 5. In navigating the ocean? 6. In navigating rivers? 7. In mining? 8. How many senators does this State send to Congress? 9. How many representatives? 10. How many Presidential Electors is this State allowed? 11. How many scholars were there at academies and grammar-schools in this State, according to the census of 1840? 12. How many at primary schools? 13. Which State employed the greatest number in agriculture? 14. In mercantile business? 15. In manufacturing and the mechanic arts? 16. In theology, law and medicine? 17. In navigating the ocean? 18. In navigating rivers? 19. In mining? 20. Which State sends the largest number of representatives to Congress? 21. Which State is entitled to the largest number of Presidential Electors? 22. In what business is the greatest number of people in the U. S. employed? 23. Which State employs the greatest number in teaching? 24. Which State has the greatest number of scholars? 25. What was the total number of persons engaged in agriculture in the United States? 26. How many were engaged in the manufacturing and mechanic arts in the United States? 27. How many were engaged in mercantile business in the United States? 28. How many were engaged in theology, law and medicine in the United States? 29. What was the total number engaged in navigating the ocean? 30. What was the total number engaged in navigating rivers? 31. What was the total number engaged in mining? 32. What was the total number of scholars at academies and grammar-schools? 33. What was the total number at primary and common schools? 34. How many persons were there in this State who could not read and write?

*Note.* The U. S. Senators and Representatives are allowed eight dollars per day during the session of Congress, and forty cents for every mile they travel in going to and from Washington.

TABLE VII. Exhibiting the number of Horses and Mules, Neat Cattle, Sheep, and Swine, and the value of Poultry; also, the quantity of Wool, Hay, and Potatoes, raised in the United States, according to the Census of 1840.

| STATES.         | LIVE STOCK.       |              |            |            |                                        | WOOL, HAY, AND POTATOES. |              |                      |
|-----------------|-------------------|--------------|------------|------------|----------------------------------------|--------------------------|--------------|----------------------|
|                 | Horses and mules. | Neat cattle. | Sheep.     | Swine.     | Poultry of all kinds, estimated value. | Pounds of wool.          | Tons of hay. | Bushels of potatoes. |
| Maine,          | 50,208            | 327,255      | 649,264    | 117,386    | \$123,171                              | 1,465,551                | 691,358      | 10,392,280           |
| N. Hampshire,   | 43,892            | 275,562      | 617,390    | 121,671    | 107,092                                | 1,260,517                | 496,107      | 6,246,006            |
| Massachusetts,  | 61,484            | 282,574      | 378,226    | 143,221    | 178,157                                | 941,906                  | 569,995      | 5,385,652            |
| Rhode Island,   | 8,024             | 36,891       | 90,146     | 30,659     | 61,702                                 | 183,830                  | 63,449       | 911,973              |
| Connecticut,    | 34,650            | 238,650      | 403,462    | 131,961    | 176,629                                | 889,870                  | 426,704      | 3,414,238            |
| Vermont,        | 62,402            | 384,341      | 1,681,819  | 203,800    | 131,578                                | 3,699,235                | 836,739      | 8,869,751            |
| New York,       | 474,543           | 1,911,244    | 5,118,777  | 1,900,065  | 1,153,413                              | 9,845,296                | 3,127,047    | 30,121,614           |
| New Jersey,     | 70,502            | 230,202      | 219,285    | 261,143    | 336,933                                | 397,207                  | 334,861      | 2,072,069            |
| Pennsylvania,   | 365,129           | 1,172,605    | 1,767,630  | 1,503,964  | 685,801                                | 3,048,561                | 1,311,643    | 9,535,663            |
| Delaware,       | 14,421            | 53,883       | 39,217     | 74,228     | 47,265                                 | 61,404                   | 22,483       | 230,712              |
| Maryland,       | 92,220            | 225,714      | 257,922    | 416,943    | 218,765                                | 488,201                  | 106,687      | 1,036,433            |
| Virginia,       | 326,438           | 1,021,118    | 1,293,772  | 1,992,155  | 754,698                                | 2,538,374                | 364,708      | 2,944,660            |
| North Carolina, | 166,608           | 617,371      | 538,279    | 1,649,716  | 544,125                                | 625,044                  | 101,369      | 2,609,239            |
| South Carolina, | 129,921           | 572,608      | 232,981    | 878,532    | 395,364                                | 294,170                  | 24,618       | 2,698,313            |
| Georgia,        | 157,540           | 884,414      | 267,107    | 1,457,755  | 449,623                                | 371,303                  | 16,969       | 1,291,366            |
| Alabama,        | 143,147           | 668,018      | 103,243    | 1,423,873  | 404,994                                | 220,353                  | 12,718       | 1,708,356            |
| Mississippi,    | 109,227           | 627,197      | 128,367    | 1,001,249  | 369,482                                | 175,196                  | 171          | 1,630,100            |
| Louisiana,      | 99,883            | 381,248      | 98,072     | 323,220    | 283,559                                | 49,283                   | 24,651       | 834,341              |
| Tennessee,      | 311,409           | 822,851      | 711,593    | 2,926,607  | 606,969                                | 1,060,332                | 31,233       | 1,904,370            |
| Kentucky,       | 395,853           | 787,098      | 1,008,240  | 2,310,533  | 536,139                                | 1,786,847                | 88,306       | 1,065,065            |
| Ohio,           | 430,527           | 1,217,874    | 2,028,401  | 2,099,746  | 551,193                                | 3,685,315                | 1,022,037    | 5,805,021            |
| Indiana,        | 241,036           | 619,980      | 675,962    | 1,623,668  | 357,594                                | 1,237,919                | 178,029      | 1,525,794            |
| Illinois,       | 199,245           | 626,274      | 395,672    | 1,495,254  | 309,204                                | 650,007                  | 164,942      | 2,025,520            |
| Missouri,       | 126,032           | 433,575      | 348,018    | 1,271,161  | 270,647                                | 562,265                  | 49,083       | 783,768              |
| Arkansas,       | 51,472            | 188,786      | 42,151     | 393,058    | 109,468                                | 61,943                   | 586          | 293,608              |
| Michigan,       | 30,144            | 185,190      | 99,618     | 235,840    | 82,730                                 | 151,375                  | 130,805      | 2,109,205            |
| Florida,        | 12,043            | 118,081      | 7,198      | 92,680     | 61,007                                 | 7,285                    | 1,197        | 261,617              |
| Wisconsin,      | 5,735             | 30,269       | 3,462      | 51,383     | 16,167                                 | 6,777                    | 30,938       | 419,608              |
| Iowa,           | 10,794            | 38,019       | 15,354     | 104,889    | 16,529                                 | 23,039                   | 17,952       | 234,063              |
| Dist. of Columb | 2,145             | 3,274        | 706        | 4,673      | 3,092                                  | 707                      | 1,331        | 12,035               |
| Total,          | 4,735,669         | 14,971,586   | 19,311,374 | 26,301,293 | 9,344,410                              | 35,802,114               | 10,218,108   | 108,298,060          |

1. What was the number of horses and mules in this state, according to the census of 1840?
2. What was the total number in the United States?
3. Which state had the greatest number?
4. Which the smallest number?
5. What was the number of neat cattle in this state?
6. What was the total number in the United States?
7. Which state had the greatest number?
8. Which the smallest number?
9. What was the number of sheep in this state?
10. What was the total number in the United States?
11. Which state had the greatest number?
12. Which the smallest number?
13. What was the number of swine in this state?
14. What was the total number in the United States?
15. Which state had the greatest number?
16. Which the smallest number?
17. What was the estimated value of poultry in this state?
18. What was its estimated value in the United States?
19. In which state was its estimated value the greatest?
20. In which state the smallest?
21. How many pounds of wool was produced in this state?
22. How many in the United States?
23. Which state produced the greatest number of pounds?
24. Which state the smallest number of pounds?
25. How many tons of hay were produced in this state?
26. What was the total number of tons produced in the United States?
27. Which state produced the greatest number of tons?
28. Which state produced the smallest number of tons?
29. How many bushels of potatoes were produced in this state?
30. What was the total number of bushels produced in the United States?
31. Which state produced the greatest number of bushels?
32. Which state the next greatest number?
33. Which state produced the smallest number of bushels?
34. Which state the next smallest number?
35. Of the total crop of potatoes in the United States, about how many bushels for each individual were raised, estimating the population at twenty millions?
36. How many pecks does a bushel contain?
37. How many gallons?
38. How many quarts?
39. How many gallons does a peck contain?
40. How many quarts?
41. What is the difference between a gallon dry measure and a gallon liquid measure?
42. How many hundred-weight are in a ton?
43. How many pounds are in a hundred-weight?
44. How many in a ton?
45. What is meant by the term neat cattle?
46. What is meant by the term swine?
47. What is meant by the term poultry?

TABLE VIII. *Exhibiting the quantity of Wheat, Barley, Oats, Rye, Buckwheat, Indian Corn, Tobacco and Rice, raised in the United States, according to the Census of 1840.*

| STATES.         | CEREAL GRAINS.              |                              |                            |                           |                                 |                                   | TOBACCO AND RICE.           |                 |
|-----------------|-----------------------------|------------------------------|----------------------------|---------------------------|---------------------------------|-----------------------------------|-----------------------------|-----------------|
|                 | Number of bushels of wheat. | Number of bushels of barley. | Number of bushels of oats. | Number of bushels of rye. | Number of bushels of buckwheat. | Number of bushels of Indian corn. | Pounds of tobacco gathered. | Pounds of rice. |
| Maine,          | 848,166                     | 355,161                      | 1,076,409                  | 737,911                   | 51,543                          | 950,528                           | 30                          | - - -           |
| N. Hampshire,   | 422,121                     | 121,899                      | 1,296,114                  | 308,148                   | 105,103                         | 1,162,572                         | 115                         | - - -           |
| Massachusetts,  | 157,923                     | 165,319                      | 1,419,680                  | 534,011                   | 87,000                          | 1,879,192                         | 64,955                      | - - -           |
| Rhode Island,   | 3,098                       | 66,190                       | 171,517                    | 34,521                    | 2,979                           | 50,498                            | 317                         | - - -           |
| Connecticut,    | 87,009                      | 33,759                       | 1,153,262                  | 737,121                   | 303,043                         | 1,500,111                         | 471,657                     | - - -           |
| Vermont,        | 495,800                     | 54,781                       | 2,222,584                  | 240,993                   | 228,416                         | 1,119,678                         | 585                         | - - -           |
| New York,       | 12,285,118                  | 2,520,068                    | 20,675,847                 | 2,979,323                 | 2,287,895                       | 10,972,286                        | 744                         | - - -           |
| New Jersey,     | 774,203                     | 12,501                       | 3,083,524                  | 1,065,620                 | 856,117                         | 4,361,975                         | 1,922                       | - - -           |
| Pennsylvania,   | 13,213,077                  | 209,897                      | 20,641,819                 | 6,613,873                 | 2,111,712                       | 14,210,022                        | 325,018                     | - - -           |
| Delaware,       | 315,165                     | 5,260                        | 927,405                    | 33,546                    | 11,299                          | 2,099,359                         | 272                         | - - -           |
| Maryland,       | 3,345,783                   | 3,594                        | 3,334,211                  | 723,577                   | 73,446                          | 8,234,086                         | 24,816,012                  | - - -           |
| Virginia,       | 10,109,716                  | 87,130                       | 11,451,062                 | 1,482,799                 | 219,822                         | 34,577,591                        | 75,317,106                  | 2,956           |
| North Carolina, | 1,960,855                   | 3,571                        | 3,191,911                  | 213,971                   | 15,391                          | 23,893,761                        | 16,772,359                  | 2,820,388       |
| South Carolina, | 968,351                     | 3,967                        | 1,186,208                  | 44,738                    | 72                              | 14,722,805                        | 51,519                      | 60,500,861      |
| Georgia,        | 1,801,840                   | 12,979                       | 1,610,040                  | 60,603                    | 141                             | 20,905,122                        | 162,894                     | 12,384,732      |
| Alabama,        | 824,012                     | 7,692                        | 1,106,353                  | 51,008                    | 58                              | 20,947,004                        | 273,402                     | 149,019         |
| Mississippi,    | 196,626                     | 1,654                        | 663,624                    | 11,141                    | 61                              | 13,161,237                        | 83,451                      | 777,195         |
| Louisiana,      | 60                          | -                            | 107,353                    | 1,812                     | -                               | 5,932,912                         | 119,821                     | 3,601,544       |
| Tennessee,      | 4,569,612                   | 4,809                        | 7,105,678                  | 304,720                   | 17,118                          | 44,986,184                        | 20,550,432                  | 7,977           |
| Kentucky,       | 4,803,152                   | 17,491                       | 7,155,974                  | 1,321,773                 | 8,469                           | 39,817,120                        | 53,436,909                  | 16,376          |
| Ohio,           | 16,571,661                  | 212,140                      | 11,343,104                 | 844,204                   | 63,149                          | 33,063,141                        | 5,942,275                   | - - -           |
| Indiana,        | 4,019,375                   | 28,045                       | 5,941,605                  | 1,962,1                   | 49,019                          | 23,155,887                        | 1,820,000                   | - - -           |
| Illinois,       | 3,334,495                   | 8,241                        | 4,488,008                  | 88,197                    | 57,844                          | 22,634,211                        | 564,336                     | 460             |
| Missouri,       | 1,037,385                   | 9,801                        | 2,211,947                  | 68,608                    | 15,318                          | 17,332,521                        | 9,067,913                   | 50              |
| Arkansas,       | 103,878                     | 760                          | 189,533                    | 6,219                     | 88                              | 4,816,632                         | 148,439                     | 5,454           |
| Michigan,       | 2,157,178                   | 127,892                      | 2,114,051                  | 34,236                    | 113,592                         | 2,277,039                         | 1,602                       | - - -           |
| Florida,        | 412                         | 30                           | 13,829                     | 305                       | -                               | 893,974                           | 75,274                      | 481,420         |
| Wisconsin,      | 212,116                     | 11,062                       | 406,511                    | 1,965                     | 10,654                          | 379,360                           | 115                         | - - -           |
| Iowa,           | 154,693                     | 728                          | 216,85                     | 3,792                     | 6,212                           | 1,406,211                         | 8,076                       | - - -           |
| Dist. of Colum  | 12,117                      | 241                          | 15,751                     | 5,081                     | 272                             | 39,485                            | 55,560                      | - - -           |
| Total,          | 81,823,272                  | 4,161,504                    | 123,071,311                | 18,645,567                | 7,291,713                       | 377,531,875                       | 219,163,319                 | 80,811,422      |

1. How many bushels of wheat were raised in this state, according to the census of 1840? 2. What was the total number of bushels raised in the United States? 3. Which state raised the largest quantity? 4. Which the smallest quantity? 5. How many bushels of barley were raised in this state? 6. What was the total number of bushels raised in the United States? 7. Which state raised the largest quantity? 8. Which the smallest quantity? 9. How many bushels of oats were raised in this state? 10. What was the total quantity raised in the United States? 11. Which state produced the largest quantity? 12. Which the smallest? 13. How many bushels of rye were raised in this state? 14. What was the total quantity raised in the United States? 15. Which state raised the largest quantity? 16. Which the smallest quantity? 17. How many bushels of buckwheat were raised in this state? 18. What was the total quantity produced in the United States? 19. What state produced the largest quantity? 20. Which state the smallest? 21. How many bushels of Indian corn were produced in this state? 22. How many in the United States? 23. Which state produced the greatest number of bushels? 24. Which state the smallest number of bushels? 25. How many pounds of tobacco were gathered in this state? 26. What was the total number of pounds produced in the United States? 27. Which state produced the greatest number of pounds? 28. Which state produced the smallest number of pounds? 29. Is any rice produced in this state? 30. What was the total number of pounds produced in the United States? 31. Which state produced the greatest number of pounds? 32. Which state the next greatest number? 33. Which state produced the smallest number of pounds? 34. Which state the next smallest number? 35. To what section of the country is the cultivation of rice particularly confined? 36. How many of the states produced more than one million of pounds? 37. What four states produced more than ten millions of bushels of wheat each? 38. What five states produced more than one million of bushels of rye each? 39. What two States produced more than two millions of bushels of buckwheat each? 40. How many states produced more than thirty millions of bushels of Indian corn each? 41. How many produced between twenty and thirty millions of bushels each? 42. How many between ten and twenty million of bushels each? 43. How many produced more than one and less than ten million? 44. What five states produced more than ten millions of pounds of tobacco each? 45. What three states produced between one and ten millions of pounds each?



TABLE IX. Exhibiting the quantity of Cotton and Silk Cocoons raised—the quantity of Sugar manufactured—the number of Cords of Wood sold—the value of the products of Dairies and Orchards—the number of Gallons of Wine made—with the value of Home-made and Woollen Goods in the United States, according to the Census of 1840.

| STATES.            | COTTON, SILK, SUGAR, &c.            |                                 |                         |                        |                                                |                                               |                          |                                              | WOOLLEN<br>GOODS.                    |
|--------------------|-------------------------------------|---------------------------------|-------------------------|------------------------|------------------------------------------------|-----------------------------------------------|--------------------------|----------------------------------------------|--------------------------------------|
|                    | Pounds of<br>cotton gar-<br>thered. | Pounds of<br>silk co-<br>coons. | Pounds of<br>sugar made | Cords of<br>wood sold. | Value of<br>the pro-<br>ducts of<br>the dairy. | Value of<br>the pro-<br>ducts of<br>orchards. | Gallons of<br>wine made. | Value of<br>home-made<br>or family<br>goods. | Value of manu-<br>factured<br>goods. |
| Maine, - - - -     | -                                   | 211                             | 257,464                 | 205,011                | \$1,496,902                                    | \$149,384                                     | 2,236                    | \$804,397                                    | \$412,366                            |
| N. Hamp., - - -    | -                                   | 420                             | 1,162,368               | 116,266                | 1,638,543                                      | 239,979                                       | 94                       | 538,303                                      | 795,784                              |
| Mass., - - - -     | -                                   | 1,741                           | 579,227                 | 278,069                | 2,373,249                                      | 389,177                                       | 193                      | 231,942                                      | 7,082,898                            |
| R. Island, - - -   | -                                   | 458                             | 50                      | 48,666                 | 223,249                                        | 32,098                                        | 803                      | 51,180                                       | 842,172                              |
| Conn., - - - -     | -                                   | 17,538                          | 51,764                  | 159,062                | 1,376,534                                      | 296,232                                       | 2,666                    | 226,162                                      | 2,494,313                            |
| Vermont, - - -     | -                                   | 4,286                           | 4,647,934               | 96,399                 | 2,008,737                                      | 213,944                                       | 94                       | 674,548                                      | 1,331,953                            |
| New York, - - -    | -                                   | 1,736                           | 10,048,109              | 1,058,923              | 10,496,021                                     | 1,701,935                                     | 6,799                    | 4,636,547                                    | 3,537,337                            |
| N. Jersey, - - -   | -                                   | 1,966                           | 56                      | 340,602                | 1,328,032                                      | 464,006                                       | 9,416                    | 201,625                                      | 440,710                              |
| Penn'a., - - - -   | -                                   | 7,262                           | 2,265,755               | 269,516                | 3,187,292                                      | 618,179                                       | 14,328                   | 1,303,093                                    | 2,319,061                            |
| Delaware, - - -    | 334                                 | 1,459                           | -                       | 67,861                 | 113,828                                        | 28,211                                        | 322                      | 62,116                                       | 104,700                              |
| Maryland, - - -    | 5,673                               | 2,290                           | 36,266                  | 178,181                | 457,466                                        | 105,740                                       | 7,585                    | 176,050                                      | 235,900                              |
| Virginia, - - -    | 3,494,483                           | 3,191                           | 1,541,833               | 403,590                | 1,480,488                                      | 705,765                                       | 13,911                   | 2,441,672                                    | 147,792                              |
| N. Carolina, - -   | 51,926,190                          | 3,014                           | 17,163                  | 40,034                 | 674,319                                        | 386,006                                       | 28,752                   | 1,413,242                                    | 3,900                                |
| S. Carolina, - -   | 61,710,274                          | 2,080                           | 30,000                  | 171,451                | 577,810                                        | 52,275                                        | 643                      | 930,703                                      | 1,000                                |
| Georgia, - - - -   | 163,392,396                         | 2,992                           | 329,741                 | 57,459                 | 605,172                                        | 156,122                                       | 8,647                    | 1,467,630                                    | 3,600                                |
| Alabama, - - - -   | 117,138,823                         | 1,592                           | 10,143                  | 60,955                 | 265,200                                        | 55,240                                        | 177                      | 1,656,119                                    | -                                    |
| Mississippi, - - - | 193,401,577                         | 91                              | 77                      | 118,423                | 359,585                                        | 14,458                                        | 12                       | 682,945                                      | -                                    |
| Louisiana, - - -   | 152,555,368                         | 317                             | 119,947,720             | 202,867                | 153,069                                        | 11,769                                        | 2,884                    | 65,190                                       | -                                    |
| Tennessee, - - -   | 27,701,277                          | 1,217                           | 258,073                 | 101,014                | 472,141                                        | 367,105                                       | 653                      | 2,886,661                                    | 14,290                               |
| Kentucky, - - -    | 691,456                             | 737                             | 1,377,835               | 264,222                | 931,363                                        | 434,935                                       | 2,209                    | 2,622,462                                    | 151,246                              |
| Ohio, - - - -      | -                                   | 4,317                           | 6,363,386               | 272,527                | 1,848,869                                      | 475,271                                       | 11,524                   | 1,853,937                                    | 685,757                              |
| Indiana, - - - -   | 180                                 | 379                             | 3,727,795               | 183,712                | 742,269                                        | 110,055                                       | 10,265                   | 1,289,802                                    | 58,867                               |
| Illinois, - - - -  | 200,947                             | 1,150                           | 399,813                 | 134,549                | 428,175                                        | 126,756                                       | 474                      | 993,567                                      | 9,540                                |
| Missouri, - - - -  | 121,122                             | 70                              | 274,853                 | 81,981                 | 100,432                                        | 90,878                                        | 22                       | 1,149,544                                    | 13,750                               |
| Arkansas, - - -    | 6,028,642                           | 95                              | 1,542                   | 78,646                 | 59,205                                         | 10,680                                        | -                        | 489,750                                      | 129                                  |
| Michigan, - - -    | -                                   | 266                             | 1,329,784               | 54,498                 | 301,052                                        | 16,075                                        | -                        | 113,955                                      | 9,734                                |
| Florida, - - - -   | 12,110,533                          | 125                             | 275,317                 | 9,943                  | 23,094                                         | 1,035                                         | -                        | 20,205                                       | 800                                  |
| Wisconsin, - - -   | -                                   | -                               | 135,288                 | 22,910                 | 35,677                                         | 37                                            | -                        | 12,567                                       | -                                    |
| Iowa, - - - -      | -                                   | -                               | 41,450                  | 7,304                  | 23,609                                         | 50                                            | -                        | 25,966                                       | -                                    |
| Dist. Col., - - -  | -                                   | 651                             | -                       | 1,287                  | 5,566                                          | 3,507                                         | 25                       | 1,500                                        | -                                    |
| Total, - - - -     | 790,479,275                         | 61,552                          | 155,110,809             | 5,088,801              | 33,787,008                                     | 7,256,904                                     | 124,734                  | 29,023,380                                   | 20,696,999                           |

1. Is there any cotton raised in this State? 2. Which State produced the largest quantity of cotton in 1840? 3. Which the next largest quantity? 4. What was the total number of pounds raised in the United States? 5. To what section of the country is the growing of cotton principally confined? 6. How many pounds of silk cocoons were raised in this State? 7. Which State produced the greatest number of pounds? 8. What was the total number of pounds raised in the United States? 9. How many pounds of sugar were made in this State? 10. In which State was the greatest number of pounds made? 11. What was the total number of pounds made in the United States? 12. How many cords of wood were sold in this State? 13. In which State was the greatest number of cords sold? 14. How many cords were sold in the United States? 15. What was the value of the products of the dairy in this State? 16. In which State was the value of the products of the dairy greatest? 17. What was the total value of the products of the dairy in the United States? 18. What was the value of the products of the orchard in this State? 19. In which State were the products of the orchard of the greatest value? 20. What was the total value of the products of the orchard in the United States? 21. How many gallons of wine were made in this State? 22. Which State produced the greatest number of gallons? 23. What was the total number of gallons produced in the United States? 24. What was the value of home-made, or family goods, in this State? 25. In which State were home-made, or family goods, produced to the greatest amount in value? 26. What was their total value in the United States? 27. What do you understand by the term home-made, or family goods? 28. What is meant by the term products of the orchard? 29. What is meant by the term products of the dairy? 30. What is the length, breadth, and height of a cord of wood? 31. How many square feet does a cord of wood contain? 32. Of what is sugar usually made? 33. Of what is wine made? 34. What is meant by the term silk cocoons? 35. By what method is silk obtained? 36. In what manner is cotton obtained? 37. What was the total value of manufactured woollen goods in the United States, in 1840? 38. In what State was the value of woollen goods the greatest?

TABLE X. Exhibiting the value of Granite, Marble, and other Stones quarried, with the Capital invested—the number of brick and wooden Houses built, with the value of constructing or building them—together with the value of Lumber, Brick, Lime, Hardware, &c., and Machinery, produced in the United States, according to the Census of 1840.

| STATES.         | GRANITE, MARBLE, AND OTHER STONE. |                   | HOUSES.                       |                      |                                    | LUMBER, BRICKS AND LIME.  |                                        | HARDWARE, CUTLERY, &c., AND MACHINERY.         |                                  |
|-----------------|-----------------------------------|-------------------|-------------------------------|----------------------|------------------------------------|---------------------------|----------------------------------------|------------------------------------------------|----------------------------------|
|                 | Value produced.                   | Capital invested. | Brick and stone houses built. | Wooden houses built. | Value of constructing or building. | Value of lumber produced. | Value of bricks and lime manufactured. | Value of hardware, cutlery, &c., manufactured. | Value of machinery manufactured. |
| Maine,          | \$107,506                         | \$160,390         | 34                            | 1,674                | \$733,067                          | 21,838,634                | \$621,586                              | \$65,555                                       | \$69,752                         |
| N. Hampshire,   | 16,008                            | 5,714             | 90                            | 134                  | 470,715                            | 433,217                   | 63,166                                 | 124,460                                        | 106,814                          |
| Massachusetts,  | 790,855                           | 638,140           | 324                           | 1,219                | 2,767,124                          | 344,845                   | 310,796                                | 1,881,163                                      | 926,975                          |
| Rhode Island,   | 17,800                            | 7,500             | 6                             | 292                  | 379,010                            | 44,455                    | 66,040                                 | 138,720                                        | 437,100                          |
| Connecticut,    | 313,169                           | 332,275           | 95                            | 517                  | 1,086,295                          | 117,841                   | 151,146                                | 1,114,725                                      | 319,680                          |
| Vermont,        | 33,855                            | 18,270            | 72                            | 468                  | 344,896                            | 346,939                   | 402,218                                | 16,650                                         | 101,354                          |
| New York,       | 1,541,480                         | 1,002,555         | 1,233                         | 5,198                | 7,265,844                          | 3,891,302                 | 1,198,527                              | 1,566,974                                      | 2,895,517                        |
| New Jersey,     | 35,721                            | 10,600            | 205                           | 861                  | 1,042,052                          | 271,591                   | 376,805                                | 63,575                                         | 755,060                          |
| Pennsylvania,   | 238,831                           | 172,272           | 1,995                         | 2,428                | 5,354,480                          | 1,150,220                 | 1,734,590                              | 786,382                                        | 1,998,152                        |
| Delaware,       | 16,000                            | 5,000             | 47                            | 104                  | 145,850                            | 5,562                     | 56,536                                 | 22,000                                         | 314,500                          |
| Maryland,       | 22,750                            | 17,200            | 389                           | 592                  | 1,078,770                          | 226,977                   | 409,456                                | 15,670                                         | 348,165                          |
| Virginia,       | 84,489                            | 49,200            | 402                           | 2,004                | 1,367,393                          | 548,092                   | 393,253                                | 50,501                                         | 429,858                          |
| North Carolina, | 3,350                             | 930               | 38                            | 1,822                | 410,264                            | 506,766                   | 58,436                                 | 1,200                                          | 43,285                           |
| South Carolina, | 3,000                             | 500               | 111                           | 1,594                | 1,527,576                          | 537,684                   | 194,408                                | 13,465                                         | 65,561                           |
| Georgia,        | 51,990                            | 36,300            | 38                            | 2,591                | 693,116                            | 114,030                   | 148,655                                | 7,866                                          | 131,238                          |
| Alabama,        | 13,700                            | 10,000            | 67                            | 472                  | 739,871                            | 169,008                   | 91,326                                 | 13,878                                         | 311,325                          |
| Mississippi,    | -                                 | -                 | 144                           | 2,247                | 1,175,554                          | 192,791                   | 273,870                                | -                                              | 242,225                          |
| Louisiana,      | -                                 | -                 | 248                           | 619                  | 2,736,944                          | 66,106                    | 861,655                                | 30,000                                         | 5,000                            |
| Tennessee,      | 30,100                            | 15,860            | 193                           | 1,098                | 427,402                            | 217,606                   | 119,371                                | 57,170                                         | 257,704                          |
| Kentucky,       | 19,592                            | 6,212             | 485                           | 1,757                | 1,039,172                          | 130,329                   | 240,919                                | 22,350                                         | 46,074                           |
| Ohio,           | 195,831                           | 27,496            | 970                           | 2,764                | 3,776,828                          | 262,821                   | 712,687                                | 393,300                                        | 875,731                          |
| Indiana,        | 35,021                            | 6,750             | 346                           | 4,270                | 1,241,312                          | 420,791                   | 206,751                                | 34,263                                         | 123,808                          |
| Illinois,       | 74,228                            | 14,020            | 334                           | 4,133                | 2,065,255                          | 203,666                   | 263,398                                | 9,750                                          | 37,720                           |
| Missouri,       | 28,110                            | 15,025            | 413                           | 2,202                | 1,441,573                          | 70,355                    | 185,234                                | -                                              | 190,112                          |
| Arkansas,       | 15,500                            | -                 | 21                            | 1,083                | 1,141,174                          | 176,617                   | 319,696                                | -                                              | 14,065                           |
| Michigan,       | 2,700                             | 3,000             | 39                            | 1,280                | 571,005                            | 392,325                   | 68,913                                 | 1,250                                          | 47,000                           |
| Florida,        | 2,650                             | 14,500            | 9                             | 306                  | 327,913                            | 20,346                    | 13,710                                 | -                                              | 5,000                            |
| Wisconsin,      | 968                               | 400               | 7                             | 509                  | 212,085                            | 202,239                   | 6,527                                  | -                                              | 716                              |
| Iowa,           | 350                               | -                 | 14                            | 483                  | 135,987                            | 50,280                    | 37,600                                 | -                                              | -                                |
| Dist. of Colum. | -                                 | -                 | 60                            | 33                   | 168,910                            | -                         | 151,500                                | 500                                            | 60,300                           |
| Total,          | 3,695,884                         | 2,540,150         | 8,429                         | 45,684               | 41,917,401                         | 12,943,507                | 9,736,945                              | 6,451,967                                      | 10,980,581                       |

1. What was the value of the products of granite or other quarries in this State, according to the census of 1840? 2. Which State produced the largest amount? 3. What was its total value in the United States? 4. What amount of capital was invested in working granite or other quarries in this State? 5. In which State was the greatest amount invested? 6. What was the total amount invested in the United States? 7. How many brick and stone houses were built in this State? 8. How many wooden houses? 9. In what State was the largest number of brick and stone houses built? 10. In what State was the largest number of wooden houses built? 11. What was the total number of brick and stone houses built in the United States? 12. What was the total number of wooden houses built in the United States? 13. What was the value of constructing or building houses in this State? 14. In what State was the largest amount expended? 15. What was the total amount expended in the United States? 16. What was the value of the lumber produced in this State? 17. Which State produced most in value? 18. What was the total value of lumber produced in the United States? 19. What was the value of bricks and lime manufactured in this State? 20. In what State was the value of bricks and lime manufactured the greatest? 21. What was the total value of bricks and lime manufactured in the United States? 22. What was the value of hardware, cutlery, &c., manufactured in this State? 23. In what State was hardware, &c., manufactured to the greatest amount in value? 24. What was the total value of hardware, &c., manufactured in the United States? 25. What was the value of machinery manufactured in this State? 26. In which State was machinery manufactured to the greatest amount in value? 27. What was the total value of machinery manufactured in the United States? 28. What is understood by the term machinery? 29. What do you understand by the term hardware? 30. What is the meaning of the term cutlery? 31. Is there any difference between hardware and cutlery? 32. What do you understand by the term lumber? 33. Can you tell whether there are any granite or marble quarries in this State, and, if any, where they are situated? 34. Can you tell to what uses granite and marble are mostly put?

TABLE XI. Exhibiting the number of Flouring, Grist, Saw and Oil Mills—the number of Barrels of Flour manufactured—the Value of the Products of the Mills, with the amount of Capital invested—the Value of Ships and other Vessels built—and the Value of Furniture manufactured, and Capital employed in the same, according to the Census of 1840.

| STATES.         | MILLS.          |                                |                        |                      |                      |                        |                   | SHIPS.                            |                                  | FURNITURE.        |  |
|-----------------|-----------------|--------------------------------|------------------------|----------------------|----------------------|------------------------|-------------------|-----------------------------------|----------------------------------|-------------------|--|
|                 | Flouring mills. | Barrels of flour manufactured. | Number of grist mills. | Number of saw mills. | Number of oil mills. | Value of manufactures. | Capital invested. | Value of ships and vessels built. | Value of furniture manufactured. | Capital invested. |  |
| Maine,          | 20              | 6,969                          | 558                    | 1,381                | 20                   | \$1,161,59.            | \$2,900,36        | \$1,811,902                       | \$201,875                        | \$368,558         |  |
| N. Hampshire,   | 3               | 880                            | 449                    | 959                  | 9                    | 753,260                | 1,119,19          | 78,000                            | 105,827                          | 59,981            |  |
| Massachusetts,  | 12              | 7,436                          | 678                    | 1,252                | 7                    | 1,771,185              | 1,410,152         | 1,319,994                         | 1,090,008                        | 962,191           |  |
| Rhode Island,   | -               | -                              | 144                    | 123                  | -                    | 84,683                 | 152,310           | 41,500                            | 121,131                          | 83,300            |  |
| Connecticut,    | 7               | 15,500                         | 381                    | 673                  | 57                   | 513,509                | 727,140           | 428,900                           | 253,675                          | 342,770           |  |
| Vermont,        | 7               | 4,195                          | 312                    | 1,081                | 20                   | 1,043,121              | 999,750           | 72,000                            | 83,275                           | 49,850            |  |
| New York,       | 338             | 1,861,385                      | 1,750                  | 6,356                | 63                   | 16,953,240             | 14,618,811        | 797,31                            | 1,971,776                        | 1,610,810         |  |
| New Jersey,     | 64              | 168,797                        | 509                    | 597                  | 21                   | 3,446,805              | 2,641,200         | 344,210                           | 176,563                          | 130,525           |  |
| Pennsylvania,   | 736             | 1,193,105                      | 2,531                  | 5,381                | 166                  | 9,124,955              | 7,869,031         | 668,015                           | 1,155,692                        | 716,707           |  |
| Delaware,       | 21              | 76,191                         | 104                    | 123                  | -                    | 737,971                | 294,150           | 35,400                            | 16,400                           | 34,800            |  |
| Maryland,       | 189             | 466,708                        | 478                    | 430                  | 9                    | 3,267,250              | 1,069,671         | 279,771                           | 305,300                          | 339,336           |  |
| Virginia,       | 764             | 1,011,535                      | 2,711                  | 1,987                | 61                   | 7,835,190              | 5,181,660         | 136,897                           | 239,391                          | 144,320           |  |
| North Carolina, | 323             | 87,611                         | 2,043                  | 1,056                | 46                   | 1,572,095              | 1,670,223         | 62,800                            | 35,002                           | 57,990            |  |
| South Carolina, | 164             | 58,198                         | 1,076                  | 746                  | 19                   | 1,301,678              | 1,658,841         | 60,000                            | 28,145                           | 133,600           |  |
| Georgia,        | 114             | 55,198                         | 1,051                  | 677                  | 6                    | 1,388,715              | 1,491,973         | -                                 | 49,780                           | 29,090            |  |
| Alabama,        | 51              | 21,664                         | 797                    | 524                  | 16                   | 1,225,125              | 1,113,107         | -                                 | 41,671                           | 18,430            |  |
| Mississippi,    | 16              | 1,809                          | 806                    | 308                  | 28                   | 486,864                | 1,219,845         | 13,925                            | 34,450                           | 28,610            |  |
| Louisiana,      | 3               | -                              | 276                    | 139                  | 50                   | 706,785                | 1,870,795         | 80,500                            | 2,300                            | 576,060           |  |
| Tennessee,      | 255             | 67,831                         | 1,565                  | 977                  | 26                   | 1,020,631              | 1,310,195         | 229                               | 79,580                           | 30,650            |  |
| Kentucky,       | 258             | 273,888                        | 1,515                  | 718                  | 23                   | 2,437,937              | 1,659,689         | -                                 | 273,350                          | 139,295           |  |
| Ohio,           | 536             | 1,311,954                      | 1,325                  | 2,883                | 112                  | 8,868,213              | 4,931,021         | 522,855                           | 761,116                          | 534,317           |  |
| Indiana,        | 204             | 221,624                        | 816                    | 1,248                | 54                   | 2,329,131              | 2,077,018         | 107,223                           | 211,181                          | 91,022            |  |
| Illinois,       | 98              | 172,657                        | 610                    | 785                  | 18                   | 2,117,826              | 2,147,618         | 39,200                            | 84,410                           | 62,223            |  |
| Missouri,       | 61              | 49,363                         | 636                    | 393                  | 9                    | 960,058                | 1,266,019         | -                                 | -                                | -                 |  |
| Arkansas,       | 10              | 1,130                          | 292                    | 83                   | 1                    | 339,817                | 288,257           | 500                               | 20,293                           | 7,810             |  |
| Michigan,       | 93              | 202,880                        | 97                     | 491                  | -                    | 1,832,363              | 2,461,290         | 10,500                            | 22,491                           | 24,050            |  |
| Florida,        | -               | -                              | 62                     | 65                   | 2                    | 189,650                | 483,950           | 11,100                            | -                                | 18,300            |  |
| Wisconsin,      | 4               | 900                            | 29                     | 121                  | -                    | 350,993                | 561,650           | 7,159                             | 6,945                            | 5,740             |  |
| Iowa,           | 6               | 4,340                          | 37                     | 75                   | -                    | 95,425                 | 166,650           | -                                 | 4,600                            | 1,350             |  |
| Dist. of Colum. | 4               | 25,900                         | 4                      | 1                    | -                    | 183,370                | 98,900            | 20,257                            | 125,872                          | 85,000            |  |
| Total,          | 4,264           | 7,404,562                      | 23,661                 | 31,650               | 813                  | 76,545,216             | 65,858,170        | 7,016,091                         | 7,555,405                        | 6,980,971         |  |

1. What was the number of flouring mills in this State, according to the census of 1840? 2. Which State had the greatest number? 3. What was the total number in the United States? 4. How many barrels of flour were manufactured in this State? 5. Which State manufactured the greatest number of barrels? 6. What was the total number of barrels manufactured in the United States? 7. How many grist mills were in this State? 8. Which State had the greatest number? 9. What was the total number in the United States? 10. What was the number of saw-mills in this State? 11. Which State had the greatest number? 12. What was the total number in the United States? 13. How many oil-mills were in this State? 14. Which State had the greatest number? 15. What was the total number in the United States? 16. What was the value of the manufactures of the mills in this State? 17. In what State was the value of their manufactures greatest? 18. What was the total value of their manufactures in the United States? 19. What amount of capital was invested in the different mills in this State? 20. In what State was the greatest amount of capital invested in mills? 21. What was the total amount of capital invested in mills in the United States? 22. What was the value of ships or other vessels built in this State? 23. In which State was the value of ships or other vessels built the greatest? 24. What was the total value of ships and other vessels built in the United States? 25. What was the value of furniture manufactured in this State? 26. In which State was furniture manufactured to the greatest amount of value? 27. What was the total value of furniture manufactured in the United States? 28. What amount of capital was employed in the manufacture of furniture in this State? 29. Which State had the largest amount of capital employed in the manufacture of furniture in the United States? 30. What was the total amount of capital employed in the manufacture of furniture in the United States? 31. What is a flouring mill? 32. What is the difference between a flouring mill and a grist mill? 33. How many pounds of flour does a barrel contain? 34. How many pounds of flour are in a hundred-weight? 35. How many in a quarter of a hundred-weight? 36. How many quarters of a hundred weight does a barrel contain? 37. What four States produced upwards of one million of barrels of flour each?



TABLE XII. Exhibiting the value of Carriages and Wagons manufactured in the United States—the value of various Manufactures not specifically named—the amount of Capital invested in their manufacture—the value of the precious and other Metals—the value of Drugs, &c., and the total Capital invested in the Manufacturing Business, according to the Census of 1840.

| STATES.             | CARRIAGES AND WAGONS.  |                   | VARIOUS MANUFACTURES.  |                   | PRECIOUS AND OTHER METALS.          |                                    | DRUGS.                                      | Total capital invested in manufactures. |
|---------------------|------------------------|-------------------|------------------------|-------------------|-------------------------------------|------------------------------------|---------------------------------------------|-----------------------------------------|
|                     | Value of manufactures. | Capital invested. | Value of manufactures. | Capital invested. | Precious metals—Value manufactured. | Various metals—Value manufactured. | Value of medicinal drugs, dyes, paints, &c. |                                         |
| Maine,              | \$174,310              | \$75,012          | \$1,042,927            | \$150,749         | - - -                               | \$56,512                           | \$9,200                                     | \$7,105,630                             |
| New Hampshire,      | 232,210                | 114,762           | 839,472                | 409,246           | - - -                               | 136,334                            | 10,039                                      | 9,252,448                               |
| Massachusetts,      | 803,599                | 331,660           | 6,560,234              | 3,287,986         | \$8,040                             | 1,773,758                          | 405,725                                     | 41,774,446                              |
| Rhode Island,       | 78,811                 | 36,661            | 1,638,193              | 820,450           | - - -                               | 147,550                            | 40,000                                      | 10,696,136                              |
| Connecticut,        | 929,301                | 513,111           | 2,266,994              | 1,254,576         | - - -                               | 1,733,044                          | 55,400                                      | 13,669,139                              |
| Vermont,            | 162,097                | 101,570           | 488,796                | 305,487           | - - -                               | 24,900                             | 38,475                                      | 4,326,440                               |
| New York,           | 2,364,461              | 1,185,023         | 9,615,206              | 6,078,507         | 1,106,203                           | 2,456,792                          | 877,816                                     | 55,252,779                              |
| New Jersey,         | 1,397,119              | 644,966           | 1,969,266              | 1,385,208         | - - -                               | 406,955                            | 127,400                                     | 11,517,582                              |
| Pennsylvania,       | 1,207,252              | 560,681           | 3,294,403              | 2,083,398         | - - -                               | 1,260,170                          | 2,100,074                                   | 31,815,106                              |
| Delaware,           | 49,417                 | 25,150            | 283,677                | 145,560           | - - -                               | 10,700                             | 350                                         | 1,589,215                               |
| Maryland,           | 357,622                | 154,955           | 774,071                | 517,818           | 13,300                              | 312,900                            | 80,100                                      | 6,450,284                               |
| Virginia,           | 647,815                | 311,625           | 653,417                | 322,439           | 41,000                              | 128,256                            | 66,633                                      | 11,360,861                              |
| North Carolina,     | 301,601                | 173,318           | 127,516                | 62,560            | - - -                               | 16,050                             | 8,635                                       | 3,888,900                               |
| South Carolina,     | 189,270                | 132,690           | 82,885                 | 46,492            | 3,000                               | - - -                              | 4,100                                       | 3,216,970                               |
| Georgia,            | 219,065                | 93,830            | 141,807                | 71,811            | 230                                 | 5,350                              | 38,525                                      | 2,899,565                               |
| Alabama,            | 88,891                 | 49,074            | 424,943                | 139,111           | 1,650                               | 25,700                             | 16,000                                      | 2,130,064                               |
| Mississippi,        | 49,893                 | 34,345            | 144,347                | 79,727            | 6,425                               | 36,900                             | 3,125                                       | 1,797,727                               |
| Louisiana,          | 23,350                 | 15,780            | 5,000                  | 417,699           | - - -                               | - - -                              | 42,000                                      | 6,430,699                               |
| Tennessee,          | 219,897                | 60,878            | 490,671                | 189,816           | 28,460                              | 100,870                            | 3,377                                       | 3,731,580                               |
| Kentucky,           | 168,724                | 79,378            | 697,029                | 551,762           | 19,000                              | 164,080                            | 26,994                                      | 5,945,259                               |
| Ohio,               | 701,228                | 290,540           | 1,549,592              | 5,329,734         | 53,125                              | 782,901                            | 101,880                                     | 16,905,257                              |
| Indiana,            | 163,135                | 78,116            | 684,771                | 303,278           | 3,500                               | 14,580                             | 47,720                                      | 4,132,043                               |
| Illinois,           | 144,362                | 59,263            | 427,460                | 206,919           | 2,400                               | 31,200                             | 19,001                                      | 3,136,512                               |
| Missouri,           | 97,112                 | 45,074            | 230,083                | 282,966           | 5,450                               | 60,300                             | 13,500                                      | 2,704,405                               |
| Arkansas,           | 2,675                  | 1,555             | 27,386                 | 23,905            | - - -                               | 1,240                              | 400                                         | 424,467                                 |
| Michigan,           | 20,075                 | 13,150            | 132,870                | 97,821            | 5,000                               | 57,900                             | 1,580                                       | 3,112,240                               |
| Florida,            | 11,000                 | 5,900             | 37,280                 | 5,000             | - - -                               | - - -                              | 200                                         | 669,490                                 |
| Wisconsin,          | 2,600                  | 325               | 51,612                 | 26,162            | - - -                               | 3,500                              | 250                                         | 635,926                                 |
| Iowa,               | 1,200                  | 1,100             | 31,445                 | 8,450             | - - -                               | 4,000                              | 2,340                                       | 199,645                                 |
| District of Colum., | 59,535                 | 38,550            | 109,000                | 84,800            | 17,200                              | 28,000                             | 10,540                                      | 1,005,775                               |
| Total,              | 10,897,887             | 5,551,632         | 34,785,353             | 25,019,726        | 4,734,960                           | 9,779,442                          | 4,151,899                                   | 267,726,579                             |

1. What was the value of carriages and wagons manufactured in this State, according to the census of 1840? 2. Which State manufactured carriages and wagons to the greatest amount in value? 3. What was the total value of the manufactured carriages and wagons in the United States? 4. What amount of capital was invested in the manufacture of carriages and wagons in this State? 5. In which State was the greatest amount invested? 6. What was the total amount invested in the United States? 7. What was the value of the various manufactures, not particularly specified, in this State? 8. In which State was their value greatest? 9. What was their total value in the United States? 10. What amount of capital was invested in their manufacture in this State? 11. In which State was the largest capital invested in their manufacture? 12. What was the total amount invested in their manufacture in the United States? 13. What was the value of the precious metals manufactured in this State? 14. In which State were the precious metals manufactured to the greatest amount in value? 15. What was the total value of their manufacture in the United States? 16. What was the value of the various metals not specifically named in this State? 17. In which State was their value greatest? 18. What was their total value in the United States? 19. What was the value of the medicinal drugs, &c., manufactured in this State? 20. In which State was their value greatest? 21. What was their total value in the United States? 22. What was the total amount of capital invested in manufactures in the United States? 23. What was the total amount invested in manufactures in this State? 24. Which State had the largest amount invested in manufactures? 25. Which State had the smallest amount of capital invested in manufactures? 26. In how many of the States were there more than ten millions of dollars invested in manufactures? 27. What do you understand by the term precious metals? 28. What is meant by the term various metals? 29. Can you state which one of the metals is produced in this State to the greatest extent?

TABLE XIII. Exhibiting the number of Commercial and Commission Houses—the number of Dry Goods and other Stores—Lumber Yards, &c.—with the amount of Capital invested in each—also the number of Printing Offices, Newspapers and Periodicals, according to the Census of 1840.

| STATES.         | COMMERCE.                           |                    |                   |                                    |                   |                         |                   |                                          |                          |                           | PRINTING. |  |
|-----------------|-------------------------------------|--------------------|-------------------|------------------------------------|-------------------|-------------------------|-------------------|------------------------------------------|--------------------------|---------------------------|-----------|--|
|                 | Commercial houses in foreign trade. | Commission houses. | Capital invested. | Retail dry goods and other stores. | Capital invested. | Lumber Yards and trade. | Capital invested. | Butchers, packers, &c. Capital invested. | No. of printing offices. | Newspapers & periodicals. |           |  |
| Maine.          | 70                                  | 14                 | \$1,646,923       | 2,230                              | \$3,973,593       | 68                      | \$ 65,870         | \$ 5,150                                 | 31                       | 41                        |           |  |
| N. Hampshire.   | 18                                  | 6                  | 4,330,600         | 1,075                              | 2,604,122         | 9                       | 29,000            | 54,120                                   | 36                       | 33                        |           |  |
| Massachusetts.  | 211                                 | 123                | 13,881,517        | 3,125                              | 12,705,038        | 137                     | 1,022,300         | 407,850                                  | 104                      | 105                       |           |  |
| Rhode Island.   | 44                                  | 57                 | 2,044,770         | 930                                | 2,810,125         | 41                      | 254,000           | 71,050                                   | 16                       | 18                        |           |  |
| Connecticut.    | 10                                  | 13                 | 565,000           | 1,630                              | 6,667,636         | 57                      | 4,84,425          | 102,065                                  | 36                       | 44                        |           |  |
| Vermont.        | -                                   | -                  | -                 | 717                                | 2,964,060         | 14                      | 45,506            | 26,000                                   | 29                       | 33                        |           |  |
| New York.       | 420                                 | 1,644              | 49,581,601        | 12,307                             | 42,135,795        | 414                     | 2,691,170         | 2,853,916                                | 321                      | 302                       |           |  |
| New Jersey.     | 2                                   | 8                  | 99,000            | 1,504                              | 4,113,247         | 86                      | 410,570           | 201,900                                  | 40                       | 40                        |           |  |
| Pennsylvania.   | 191                                 | 178                | 3,062,811         | 6,534                              | 35,711,770        | 284                     | 2,241,040         | 727,850                                  | 224                      | 229                       |           |  |
| Delaware.       | -                                   | -                  | -                 | 327                                | 967,730           | 22                      | 83,280            | 13,800                                   | 6                        | 8                         |           |  |
| Maryland.       | 70                                  | 117                | 4,114,000         | 2,562                              | 9,216,170         | 48                      | 307,000           | 24,880                                   | 48                       | 49                        |           |  |
| Virginia.       | 31                                  | 64                 | 4,299,560         | 2,736                              | 16,984,413        | 41                      | 113,210           | 100,680                                  | 50                       | 56                        |           |  |
| North Carolina. | 4                                   | 46                 | 151,300           | 1,008                              | 5,082,835         | 20                      | 46,000            | 9,000                                    | 26                       | 29                        |           |  |
| South Carolina. | 41                                  | 41                 | 3,068,450         | 1,253                              | 6,618,796         | 14                      | 100,000           | 112,400                                  | 16                       | 21                        |           |  |
| Georgia.        | 4                                   | 82                 | 1,543,800         | 1,716                              | 7,361,838         | 26                      | 75,730            | 12,885                                   | 24                       | 40                        |           |  |
| Alabama.        | 51                                  | 101                | 3,355,012         | 839                                | 5,612,885         | 9                       | 1,800             | 93,370                                   | 22                       | 28                        |           |  |
| Mississippi.    | 7                                   | 67                 | 673,900           | 755                                | 5,004,420         | 11                      | 132,175           | 4,250                                    | 28                       | 31                        |           |  |
| Louisiana.      | 24                                  | 31                 | 10,770,000        | 2,405                              | 14,301,124        | 121                     | 260,015           | 114,523                                  | 35                       | 37                        |           |  |
| Tennessee.      | 13                                  | 52                 | 1,495,100         | 1,032                              | 7,357,300         | 9                       | 6,700             | 98,811                                   | 41                       | 56                        |           |  |
| Kentucky.       | 5                                   | 50                 | 620,700           | 1,685                              | 9,411,826         | 95                      | 105,925           | 183,850                                  | 31                       | 46                        |           |  |
| Ohio.           | 53                                  | 241                | 5,928,200         | 4,605                              | 21,282,225        | 78                      | 373,268           | 4,617,570                                | 159                      | 113                       |           |  |
| Indiana.        | 11                                  | 26                 | 1,207,400         | 1,801                              | 5,664,687         | 37                      | 90,371            | 582,165                                  | 69                       | 76                        |           |  |
| Illinois.       | 2                                   | 51                 | 333,800           | 1,348                              | 4,944,125         | 39                      | 93,350            | 612,127                                  | 45                       | 52                        |           |  |
| Missouri.       | 3                                   | 39                 | 746,500           | 1,107                              | 8,158,802         | 45                      | 318,029           | 173,650                                  | 40                       | 35                        |           |  |
| Arkansas.       | 10                                  | 19                 | 91,000            | 263                                | 1,578,719         | 9                       | 12,220            | 600                                      | 9                        | 9                         |           |  |
| Michigan.       | -                                   | 26                 | 177,500           | 612                                | 2,228,988         | 15                      | 45,600            | 39,200                                   | 28                       | 33                        |           |  |
| Florida.        | 23                                  | 21                 | 542,100           | 239                                | 1,210,380         | 16                      | 61,050            | 12,240                                   | 10                       | 10                        |           |  |
| Wisconsin.      | 1                                   | 7                  | 63,000            | 178                                | 661,550           | 14                      | 21,180            | 14,100                                   | 6                        | 6                         |           |  |
| Iowa.           | -                                   | 14                 | 52,300            | 157                                | 437,550           | 3                       | 16,250            | -                                        | 4                        | 4                         |           |  |
| Dist. of Colum. | 7                                   | 2                  | 310,000           | 205                                | 2,701,890         | 11                      | 140,000           | 59,100                                   | 12                       | 17                        |           |  |
| Total.          | 1,408                               | 2,881              | 119,205,367       | 57,565                             | 270,301,799       | 1,793                   | 9,848,307         | 11,526,950                               | 1,552                    | 1,631                     |           |  |

1. How many commercial houses were there in this State engaged in foreign trade, according to the census of 1840? 2. In which State was the largest number? 3. What was the total number in the United States? 4. What was the number of commission houses in this State? 5. In which State was the largest number? 6. What was the total number in the United States? 7. What was the amount of capital invested in commercial and commission houses in this State? 8. In what State was the capital invested largest? 9. What was the total capital invested in the United States? 10. How many retail dry goods and other stores were there in this State? 11. In what State was the largest number? 12. What was the total number in the United States? 13. What was the amount of capital invested in retail dry goods and other stores in this State? 14. In which State was the largest amount of capital invested in retail dry goods and other stores? 15. What was the total amount of capital invested in retail dry goods and other stores in the United States? 16. How many lumber yards, &c., were there in this State? 17. In which State was the largest number? 18. What was the total number in the United States? 19. What amount of capital was invested in lumber yards, &c., in this State? 20. In which State was the largest capital invested in lumber yards, &c.? 21. What was the total amount of capital invested in lumber yards, &c., in the United States? 22. What three States had each more than one million of dollars invested in lumber yards, &c.? 23. How many States had each more than one hundred thousand dollars invested in the lumber business? 24. What was the amount of capital invested in butchering, packing, &c., in this State? 25. In which State was the capital invested in butchering, packing, &c., largest? 26. What was the total amount of capital invested in butchering, packing, &c., in the United States? 27. What was the number of printing offices in this State? 28. Which State had the largest number? 29. What was the total number in the United States? 30. How many newspapers and periodicals were published in this State? 31. In which State was the largest number published? 32. What was the total number published in the United States?

## TABLE OF COLLEGES AND UNIVERSITIES IN THE UNITED STATES.

ARRANGED IN THE GEOGRAPHICAL ORDER OF STATES

This Table is believed to be more complete and accurate than any heretofore published. It is designed to revise it as often as occasion requires, and as far as practicable to keep it correct. The southern and western institutions generally include students in the rudiments.

| Name.                                  | Place.              | Founded. | Instructors. | Number of Alumni. | Students. | Volumes in Libraries. | Commencement.                   |
|----------------------------------------|---------------------|----------|--------------|-------------------|-----------|-----------------------|---------------------------------|
| 1 Bowdoin, <sup>1</sup>                | Brunswick, Me.      | 1794     | 7            | 906               | 182       | 24,860                | 1st Wed. in September.          |
| 2 Waterville, <sup>2</sup>             | Waterville, "       | 1820     | 6            | 216               | 84        | 7,000                 | 2d Wednesday in August.         |
| 3 Dartmouth, <sup>1</sup>              | Hanover, N.H.       | 1769     | 15           | 2,467             | 334       | 16,530                | 1st Thursday in July.           |
| 4 University of Vt.,                   | Burlington, Vt.     | 1791     | 7            | 337               | 125       | 10,000                | 1st Wednesday in August.        |
| 5 Middlebury, <sup>1</sup>             | Middlebury, "       | 1800     | 7            | 785               | 97        | 7,054                 | 2d Wednesday in August.         |
| 6 Norwich Univer. <sup>3</sup>         | Norwich, "          | 1834     | 7            | 96                | 105       |                       | 2d Thursday in July.            |
| 7 Harvard Univer. <sup>4</sup>         | Cambridge, Mass.    | 1638     | 30           | 5,912             | 467       | 71,000                | 1st Wednesday in August.        |
| 8 Williams, <sup>1</sup>               | Williamstown, "     | 1793     | 8            | 1,371             | 176       | 7,500                 | 3d Wednesday in August.         |
| 9 Amherst, <sup>1</sup>                | Amherst, "          | 1821     | 11           | 798               | 150       | 15,000                | 2d Thursday in August.          |
| 10 Holy Cross, <sup>5</sup>            | Worcester, "        | 1813     | 9            |                   | 130       |                       | September 15th.                 |
| 11 Brown University, <sup>2</sup>      | Providence, R. I.   | 1764     | 7            | 1,613             | 157       | 25,000                | 1st Wed. in September.          |
| 12 Yale, <sup>1</sup>                  | New Haven, Conn.    | 1700     | 35           | 5,678             | 502       | 31,500                | 3d Thursday in August.          |
| 13 Trinity, <sup>6</sup>               | Hartford, "         | 1824     | 7            | 257               | 80        | 7,949                 | 1st Thursday in August.         |
| 14 Wesleyan Univer. <sup>7</sup>       | Middletown, "       | 1831     | 7            | 283               | 125       | 12,000                | 1st Wednesday in August.        |
| 15 Columbia, <sup>6</sup>              | New York, N. Y.     | 1754     | 13           | 1,170             | 114       | 14,000                | Tues. after 1st Mon. in Oct.    |
| 16 Union,                              | Schenectady, "      | 1795     | 13           | 2,308             | 299       | 13,000                | 4th Wednesday in July.          |
| 17 Hamilton,                           | Clinton, "          | 1812     | 10           | 526               | 171       | 10,000                | 1st Wednesday in July.          |
| 18 Madison University, <sup>2</sup>    | Hamilton, "         | 1819     | 9            | 110               | 114       | 4,600                 | 3d Wednesday in August.         |
| 19 Geneva, <sup>6</sup>                | Geneva, "           | 1823     | 8            |                   | 70        | 5,100                 | 1st Wednesday in August.        |
| 20 University of N. Y.,                | New York, "         | 1831     | 11           | 320               | 751       |                       | Wed. preceding 4th of July.     |
| 21 St. John's, <sup>5</sup>            | Fordham, "          | 1811     | 16           | 10                | 130       | 10,000                | 2d or 3d week in July.          |
| 22 College of N. J., <sup>8</sup>      | Princeton, N. J.    | 1716     | 13           | 2,747             | 256       | 11,500                | Last Wednesday in June.         |
| 23 Rutgers,                            | N. Brunswick, "     | 1770     | 7            | 483               | 85        | 9,000                 | 4th Wednesday in July.          |
| 24 University of Penn'a,               | Philadelphia, Penn. | 1755     | 7            | 531               | 735       | 5,000                 | The 15th, 16th or 17th of July. |
| 25 Girard College,                     | Philadelphia, "     | 1833     | 5            |                   | 50        |                       |                                 |
| 26 Dickinson, <sup>7</sup>             | Carlisle, "         | 1783     | 10           | 547               | 161       | 12,000                | 2d Thursday in July.            |
| 27 Jefferson, <sup>8</sup>             | Canonsburg, "       | 1802     | 9            | 693               | 303       | 4,500                 | 2d Wednesday in June.           |
| 28 Washington,                         | Washington, "       | 1806     | 9            | 243               | 191       | 3,300                 | Last Wed. in September.         |
| 29 Alleghany, <sup>7</sup>             | Meadville, "        | 1815     | 5            | 16                | 190       | 8,000                 |                                 |
| 30 Pennsylvania, <sup>9</sup>          | Gettysburg, "       | 1832     | 4            | 59                | 130       | 2,270                 |                                 |
| 31 Lafayette, <sup>8</sup>             | Easton, "           | 1822     | 7            | 211               | 130       | 5,000                 | 3d Wed. in September.           |
| 32 Marshall, <sup>10</sup>             | Mercersburg, "      | 1836     | 4            |                   | 5,204     |                       | Last Wednesday in August.       |
| 33 West. Univ. of Penn.                | Pittsburg, "        | 1819     | 5            | 11                | 64        |                       | First of July.                  |
| 34 Delaware, <sup>11</sup>             | Newark, Del.        | 1833     | 6            | 63                | 112       | 3,600                 | 4th Wed. in September.          |
| 35 St. Mary's <sup>5</sup>             | Wilmington, "       |          |              |                   |           |                       |                                 |
| 36 St. John's, <sup>5</sup>            | Annapolis, Md.      | 1784     | 5            | 124               | 27        | 4,000                 | The 22d of February.            |
| 37 St. Mary's, <sup>5</sup>            | Baltimore, "        | 1799     | 16           | 187               | 157       | 12,000                | 3d Tuesday in July.             |
| 38 Mount St. Mary's, <sup>5</sup>      | Emmitsburg, "       | 1830     | 12           | 41                | 130       | 3,500                 | Last week in June.              |
| 39 St. James's, <sup>6</sup>           | Near Hagerstown, "  | 1842     | 10           |                   | 82        | 3,000                 | Thurs. bef. 1st Mon. in Aug.    |
| 40 Newton University,                  | Baltimore, "        | 1815     | 18           |                   | 4,218     |                       | 3d Thursday in December.        |
| 41 Georgetown, <sup>5</sup>            | Georgetown, D. C.   | 1789     | 15           | 90                | 140       | 25,000                | Near the last of July.          |
| 42 Columbia, <sup>2</sup>              | Washington, "       | 1821     | 10           | 101               | 25        | 4,200                 | 2d Wednesday in July.           |
| 43 Wilham and Mary, <sup>6</sup>       | Williamsburg, Va.   | 1693     | 5            |                   | 98        | 5,000                 | July 4th.                       |
| 44 Hampden-Sidney,                     | Prince Ed. co., "   | 1783     | 5            | 8                 | 65        | 8,000                 | 4th Wed. in September.          |
| 45 Washington, <sup>8</sup>            | Lexington, "        | 1812     | 6            | 126               | 136       | 2,700                 | Last Thursday in June.          |
| 46 Univers. of Virginia,               | Charlottesville, "  | 1819     | 9            | 1,236             | 194       | 16,000                | July 4th.                       |
| 47 Randolph-Macon, <sup>7</sup>        | Boydton, "          | 1832     | 8            |                   | 77        | 73                    | 2d Wednesday in June.           |
| 48 Emory and Henry, <sup>7</sup>       | Glade Spring, "     | 1839     | 4            |                   | 123       | 2,800                 | Last Wednesday in June.         |
| 49 Rector, <sup>2</sup>                | Harrison co., "     | 1839     |              |                   | 50        |                       |                                 |
| 50 Bethany College,                    | Bethany, "          | 1810     | 6            |                   | 16,128    |                       | 4th of July.                    |
| 51 University of N. C.,                | Chapel Hill, N. C.  | 1789     | 10           | 867               | 155       | 10,000                | 1st Thursday in June.           |
| 52 Davidson,                           | Mocklenh'g co., "   | 1838     | 3            | 31                | 44        | 1,150                 | Last Thursday in June.          |
| 53 Wake Forest, <sup>2</sup>           | Wake Forest, "      | 1838     | 3            | 11                | 21        | 4,700                 | 3d Thursday in June.            |
| 54 Charleston,                         | Charleston, S. C.   | 1795     |              | 67                | 40        | 3,000                 | Tues. after 4th Mon. in Mar.    |
| 55 South Carolina,                     | Columbia, "         | 1801     | 7            |                   | 150       | 15,000                | 1st Monday in December          |
| 56 Franklin,                           | Athens, Ga.         | 1785     | 9            | 598               | 116       | 13,000                | 1st Wednesday in August.        |
| 57 Oglethorpe,                         | Midway, "           | 1836     | 6            | 25                | 65        | 2,000                 | Wed. after 2d Mon. in Nov.      |
| 58 Emory, <sup>7</sup>                 | Oxford, "           | 1837     | 5            |                   | 11        | 70                    |                                 |
| 59 Mercer University, <sup>2</sup>     | Penfield, "         |          |              |                   |           |                       |                                 |
| 60 Christ Col. & Ep. Ins. <sup>6</sup> | Montpelier, "       | 1839     | 4            |                   | 35        |                       |                                 |
| 61                                     | Florida             |          |              |                   |           |                       |                                 |
| 62 Univers. of Alabama,                | Tuscaloosa, Ala.    | 1828     | 9            | 111               | 101       | 6,000                 | Wed. after 2d Mon. in Aug.      |
| 63 La Grange, <sup>7</sup>             | La Grange, "        | 1831     | 3            |                   | 561       | 106                   | 2,200 Early in June.            |



TABLE OF COLLEGES, &c., IN THE U. S. *Continued.*

|     | Name.                            | Place.             | Founded. | Instructors. | Number of Alumni. | Students. | Volumes in Library. | Commencement.                 |
|-----|----------------------------------|--------------------|----------|--------------|-------------------|-----------|---------------------|-------------------------------|
| 64  | Spring Hill, <sup>5</sup>        | Spring Hill, Ala.  | 1830     | 3            |                   | 70        | 4,000               |                               |
| 65  | Oakland,                         | Oakland, Miss.     | 1830     | 5            | 51                | 105       | 5,000               | 1st Thursday in April.        |
| 66  | Centenary, <sup>7</sup>          | Brandon Springs "  |          |              |                   |           |                     |                               |
| 67  | Louisiana,                       | Jackson, La.       | 1841     | 8            | 18                | 170       | 1,800               | 1st Wednesday in June.        |
| 68  | St. Charles, <sup>5</sup>        | Grand Coteau, "    |          | 9            |                   | 65        |                     |                               |
| 69  | Baton Rouge,                     | Baton Rouge, "     | 1838     | 4            |                   | 45        | 300                 | December.                     |
| 70  | Jefferson,                       | Bringers, "        | 1831     |              |                   | 122       | 5,500               |                               |
| 71  | Franklin,                        | Opelousas, "       | 1839     | 4            |                   | 70        |                     | First of November.            |
| 72  |                                  | Texas,             |          |              |                   |           |                     |                               |
| 73  |                                  | Arkansas,          |          |              |                   |           |                     |                               |
| 74  | Greenville,                      | Greenville, Tenn.  | 1794     | 2            | 119               | 41        | 3,000               | 3d Wed. in September.         |
| 75  | Washington,                      | Wash'n co., "      | 1794     | 2            | 110               | 42        | 1,000               |                               |
| 76  | Univ. of Nashville,              | Nashville, "       | 1805     | 5            | 389               | 86        | 10,000              | 1st Wednesday in October.     |
| 77  | Franklin,                        | Near Nashville, "  | 1844     | 6            |                   | 120       | 1,000               |                               |
| 78  | East Tennessee,                  | Knoxville, "       | 1807     | 6            | 112               | 169       | 3,981               | 1st Wednesday in August       |
| 79  | Cumberland Univ.,                | Lebanon, "         | 1844     | 5            | 4                 | 80        | 1,000               | Last Thursday in July.        |
| 80  | Jackson,                         | Columbia, "        | 1830     | 3            |                   | 100       | 1,250               |                               |
| 81  | Transylvania,                    | Lexington, Ky.     | 1798     | 7            | 610               | 215       | 4,500               | 3d Wednesday in July.         |
| 82  | St. Joseph's, <sup>5</sup>       | Bardstown, "       | 1819     | 1            | 150               | 69        | 7,000               | First August.                 |
| 83  | Centre,                          | "                  | 1819     | 5            | 143               | 110       | 4,000               | Thurs. after 3d Wed. in Sept. |
| 84  | Augusta, <sup>7</sup>            | Augusta, "         | 1825     | 4            | 60                | 75        | 2,500               | Thurs after 1st Wed in Aug.   |
| 85  | Georgetown, <sup>2</sup>         | Georgetown, "      | 1830     | 6            | 28                | 132       | 3,100               | Last Thursday in June.        |
| 86  | Bacon,                           | Harrodsburg, "     | 1836     | 4            |                   | 213       | 120                 | Last Friday in September.     |
| 87  | St. Mary's,                      | Marion, Ohio,      | 1837     |              |                   | 150       | 5,000               |                               |
| 88  | University of Ohio,              | Athens, Ohio,      | 1821     | 8            | 149               | 166       | 2,500               | 1st Wednesday in August.      |
| 89  | Miami University,                | Oxford, "          | 1809     | 6            | 332               | 105       | 4,352               | 2d Thursday in August.        |
| 90  | Franklin,                        | New Athens, "      | 1825     | 7            | 84                | 51        | 1,900               | Last Wed. in September.       |
| 91  | Western Reserve,                 | Hudson, "          | 1826     | 10           | 257               | 71        | 6,217               | 2d Thursday in August.        |
| 92  | Kenyon, <sup>6</sup>             | Gambier, "         | 1826     | 8            | 115               | 57        | 8,750               | 1st Wednesday in August.      |
| 93  | Granville, <sup>2</sup>          | Granville, "       | 1832     | 5            |                   | 12        | 3,000               | 2d Wednesday in August.       |
| 94  | Marietta,                        | Marietta, "        | 1832     | 5            | 81                | 60        | 3,500               | Last Wednesday in July.       |
| 95  | Oberlin Institute,               | Oberlin, "         | 1834     | 12           | 208               | 106       | 3,850               |                               |
| 96  | Cincinnati,                      | Cincinnati, "      | 1819     | 8            |                   | 84        |                     | Last Monday in June.          |
| 97  | St. Xavier, <sup>6</sup>         | Cincinnati, "      | 1840     | 5            |                   | 50        |                     |                               |
| 98  | Woodward,                        | Cincinnati, "      |          | 6            |                   | 20        | 800                 |                               |
| 99  | Ohio Wesleyan Un.,               | Delaware, "        | 1844     | 5            |                   | 42        |                     | 1st Thursday in July.         |
| 100 | Indiana State Univ.,             | Bloomington, Ind.  | 1827     | 6            | 231               | 183       | 1,765               | Last Wed. in September.       |
| 101 | Madison University,              | South Hanover, "   | 1829     | 3            |                   | 120       |                     | Last Wednesday in July.       |
| 102 | Wabash,                          | Crawfordsville, "  | 1833     | 5            | 12                | 73        | 3,500               | 4th Wednesday in July.        |
| 103 | Ind. Asbury Univ., <sup>7</sup>  | Greencastle, "     | 1839     | 5            |                   | 112       |                     |                               |
| 104 | St. Gabriel's, <sup>5</sup>      | Vincennes, "       | 1843     | 7            |                   | 50        |                     |                               |
| 105 | Illinois,                        | Jacksonville, Ill. | 1829     | 6            | 53                | 54        | 2,300               | Last Wednesday in June.       |
| 106 | Shurtleff, <sup>2</sup>          | Upper Allen, "     | 1835     | 6            |                   | 3         | 43                  | 1,000                         |
| 107 | McKendree, <sup>7</sup>          | Lebanon, "         | 1834     | 4            |                   | 47        |                     | 2d Wednesday in October.      |
| 108 | Knox Manual Labor,               | Galesburg, "       | 1837     | 4            |                   | 24        |                     | 3d Wed. in September.         |
| 109 | Univ. of St. Louis, <sup>5</sup> | St. Louis, Mo.     | 1832     | 13           | 10                | 146       | 8,000               | 3d Tuesday in August.         |
| 110 | Kemper College, <sup>6</sup>     | St. Louis, "       | 1840     | 6            | 8                 | 19        | 6,400               | Last Thursday in July.        |
| 111 | St. Mary's, <sup>5</sup>         | Cape Girardeau, "  | 1830     | 5            |                   |           | 2,500               | Last Thursday in August.      |
| 112 | Mason,                           | Marion co., "      | 1831     | 5            |                   | 13        | 45                  | Last Thursd. in September.    |
| 113 | Missouri University,             | Columbia, "        | 1840     | 12           |                   | 60        |                     | Last Thursday in July.        |
| 114 | St. Charles, <sup>7</sup>        | St. Charles, "     | 1835     | 5            |                   | 85        |                     | Last week in August.          |
| 115 | Fayette,                         | Fayette, "         |          | 2            |                   | 75        |                     |                               |
| 116 | Iowa University,                 | Iowa city, Iowa,   | 1846     |              |                   |           |                     |                               |
| 117 |                                  | Wisconsin,         |          |              |                   |           |                     |                               |
| 118 | Michigan University,             | Ann Arbor, Mich.   | 1817     | 7            |                   | 422       | 4,000               | Second week in August.        |
| 119 | St. Philip's, <sup>5</sup>       | Near Detroit, "    | 1839     | 4            |                   | 30        | 3,000               | 1st Monday in October.        |

1 Congregationalists.

5 Catholic.

9 Lutherans.

2 Baptists.

6 Episcopalian.

10 German Reformed Church.

3 Universalists.

7 Methodist.

11 New School Presbyterian.

4 Unitarian.

8 Old School Presbyterian.

1. What are the ten oldest Colleges in the United States? 2. What ten Colleges have the largest libraries? 3. What ten the largest number of alumni? 4. What is the meaning of alumni? 5. What is the difference between a College and a University? 6. How many Colleges are there in this State? 7. Where are they located? 8. Are there any Universities in this State? 9. What was the first College founded in the United States? 10. In what year was it founded? 11. What College in the United States has the largest library? 12. How many volumes does it contain? See latter part of the Appendix.

# BIOGRAPHICAL TABLE OF SOME OF THE DISTINGUISHED DECEASED AMERICANS.

| STATESMEN AND JURISTS                             | Died,<br>A. D. | MISCELLANEOUS.           | Died,<br>A. D. | MISCELLANEOUS.              | Died,<br>A. D. |
|---------------------------------------------------|----------------|--------------------------|----------------|-----------------------------|----------------|
| John Carver - - -                                 | 1621           | John Robinson - - -      | 1625           | John Ledyard - - -          | 1780           |
| John Smith - - -                                  | 1632           | Francis Higginson - - -  | 1630           | Israel Putnam - - -         | 1780           |
| George Calvert - - -                              | 1632           | John Harvard - - -       | 1638           | Joseph Bellamy - - -        | 1790           |
| John Winthrop - - -                               | 1649           | William Brewster - - -   | 1644           | Frederick Wm. Steuben - - - | 1794           |
| Edward Winslow - - -                              | 1655           | Thomas Hooker - - -      | 1647           | John Witherspoon - - -      | 1794           |
| William Bradford - - -                            | 1657           | Thomas Shepard - - -     | 1649           | Ezra Stiles - - -           | 1795           |
| Theophilus Eaton - - -                            | 1657           | John Cotton - - -        | 1652           | John Sullivan - - -         | 1795           |
| John Endicott - - -                               | 1665           | Nathaniel Ward - - -     | 1653           | Francis Marion - - -        | 1795           |
| Leonard Calvert - - -                             | 1676           | Miles Standish - - -     | 1656           | Anthony Wayne - - -         | 1796           |
| William Coddington - - -                          | 1678           | John Norton - - -        | 1663           | David Rittenhouse - - -     | 1796           |
| William Plimms - - -                              | 1695           | Richard Mather - - -     | 1669           | Jeremiah Belknap - - -      | 1798           |
| William Penn - - -                                | 1718           | John Davenport - - -     | 1670           | John Clarke - - -           | 1798           |
| William Burnet - - -                              | 1729           | Charles Chauncy - - -    | 1672           | Patrick Henry - - -         | 1799           |
| <sup>1</sup> Elisha Williams - - -                | 1755           | Edward Johnson - - -     | 1672           | Artemas Ward - - -          | 1800           |
| <sup>1</sup> James Delancy - - -                  | 1760           | John Mason - - -         | 1673           | George R. Minot - - -       | 1802           |
| <sup>1</sup> John Chambers - - -                  | 1765           | Joseph Winslow - - -     | 1680           | John Ewing - - -            | 1802           |
| <sup>1</sup> Roger Wolcott - - -                  | 1767           | Uran Oakes - - -         | 1681           | Sammel Hopkins - - -        | 1803           |
| William Shirley - - -                             | 1771           | Roger Williams - - -     | 1683           | Philip Schuyler - - -       | 1801           |
| <sup>1</sup> William Johnson - - -                | 1774           | Nathaniel Morton - - -   | 1685           | William Moultrie - - -      | 1805           |
| <sup>1</sup> Richard Peters - - -                 | 1775           | Samuel Gorton - - -      | 1687           | Henry Knox - - -            | 1806           |
| John Quincy - - -                                 | 1775           | Daniel Gookin - - -      | 1687           | Horatio Gates - - -         | 1806           |
| Peyton Randolph - - -                             | 1775           | John Eliot - - -         | 1690           | Edward Preble - - -         | 1807           |
| <sup>1</sup> Robert Livingston - - -              | 1775           | William Hubbard - - -    | 1704           | William Eaton - - -         | 1807           |
| <sup>1</sup> Joseph Murray † - - -                | —              | Samuel Willard - - -     | 1707           | Oliver Ellsworth - - -      | 1807           |
| <sup>1</sup> William Smith - - -                  | —              | Robert Beverly - - -     | 1716           | Fisher Ames - - -           | 1808           |
| <sup>1</sup> John Penn - - -                      | —              | Benjamin Church - - -    | 1718           | Charles B. Brown - - -      | 1809           |
| <sup>1</sup> Samuel Welles - - -                  | —              | Lucrase Mather - - -     | 1723           | Benjamin Lincoln - - -      | 1810           |
| <sup>1</sup> John Chandler - - -                  | —              | Cotton Mather - - -      | 1728           | Joseph Demme - - -          | 1812           |
| <sup>1</sup> Oliver Partridge - - -               | —              | Jonathan Dickinson - - - | 1717           | James Clinton - - -         | 1812           |
| <sup>1</sup> Richard Wibird - - -                 | —              | Benjamin Colman - - -    | 1747           | Joel Barlow - - -           | 1812           |
| <sup>1</sup> Mesheck Weare - - -                  | —              | David Bruinerd - - -     | 1747           | Joseph Buckminster - - -    | 1812           |
| <sup>1</sup> Henry Sherburne - - -                | —              | John Gallender - - -     | 1748           | Theophilus Parsons - - -    | 1813           |
| <sup>1</sup> William Pitkin - - -                 | —              | Thomas Godfrey - - -     | 1749           | Zebulon M. Pike - - -       | 1811           |
| <sup>1</sup> Martin Howard - - -                  | —              | William Stith - - -      | 1750           | James Lawrence - - -        | 1813           |
| <sup>1</sup> Isaac Norris - - -                   | —              | James Logan - - -        | 1751           | William Heath - - -         | 1814           |
| <sup>1</sup> Benjamin Tasker - - -                | —              | Jonathan Edwards - - -   | 1758           | Samuel Dexter - - -         | 1815           |
| <sup>1</sup> Abraham Barnes - - -                 | —              | Thomas Prince - - -      | 1758           | Robert Fulton - - -         | 1815           |
| <sup>1</sup> Button Gwinnet - - -                 | 1777           | William Pepperell - - -  | 1759           | David Ramsey - - -          | 1815           |
| <sup>2</sup> John Morton - - -                    | 1777           | Samuel Davies - - -      | 1761           | John S. Copely - - -        | 1815           |
| <sup>2</sup> Philip Livingston - - -              | 1778           | Gilbert Tennent - - -    | 1764           | John Carroll - - -          | 1815           |
| <sup>3</sup> Joseph Hewes - - -                   | 1779           | Jonathan Mayhew - - -    | 1766           | Benjamin S. Barton - - -    | 1815           |
| <sup>2</sup> George Ross - - -                    | 1779           | Zabdiel Boylston - - -   | 1766           | Henry E. Muhlenberg - - -   | 1815           |
| <sup>1</sup> Theodore Atkinson - - -              | 1779           | Thomas Clap - - -        | 1767           | James A. Bayard - - -       | 1815           |
| <sup>3</sup> Thomas Lynch, jr. - - -              | 1779           | Samuel Johnson - - -     | 1772           | Theodore Dehon - - -        | 1817           |
| <sup>3</sup> John Hart - - -                      | 1780           | John Mitchell - - -      | 1772           | Timothy Dwight - - -        | 1817           |
| <sup>3</sup> Richard Stockton - - -               | 1781           | John Clayton - - -       | 1773           | Arthur St. Clair - - -      | 1818           |
| <sup>3</sup> George Taylor - - -                  | 1781           | Joseph Warren - - -      | 1775           | Caspar Wistar - - -         | 1818           |
| <sup>3</sup> James Otis - - -                     | 1783           | Richard Montgomery - - - | 1775           | Samuel S. Smith - - -       | 1819           |
| <sup>2</sup> Cesar Rodney - - -                   | 1783           | John Thomas - - -        | 1776           | Jesse Appleton - - -        | 1819           |
| <sup>4</sup> Joseph Reid * - - -                  | 1785           | Cadwalader Colden - - -  | 1776           | Joseph Lathrop - - -        | 1820           |
| <sup>1</sup> Stephen Hopkins - - -                | 1785           | Hugh Mercer - - -        | 1777           | Benjamin Trainbull - - -    | 1820           |
| <sup>3</sup> William Whipple - - -                | 1785           | David Wooster - - -      | 1777           | Oliver H. Perry - - -       | 1820           |
| <sup>3</sup> Arthur Middleton - - -               | 1787           | John Bartram - - -       | 1777           | Stephen Decatur - - -       | 1820           |
| <sup>3</sup> Thomas Stone - - -                   | 1787           | Eleazar Wheelock - - -   | 1779           | Benjamin West - - -         | 1820           |
| <sup>3</sup> John Penn - - -                      | 1788           | Count Pulaski - - -      | 1779           | Samuel Worcester - - -      | 1821           |
| <sup>3</sup> Thos. Hutchinson - - -               | 1789           | Thomas Hutchinson - - -  | 1780           | John Stark - - -            | 1822           |
| <sup>3</sup> Thos. Nelson, jr. - - -              | 1789           | Jonathan Carver - - -    | 1780           | Thomas Truxton - - -        | 1822           |
| <sup>1</sup> <sup>3</sup> Benjamin Franklin - - - | 1790           | Charles Lee - - -        | 1782           | Samuel Heckewelder - - -    | 1823           |
| <sup>4</sup> David Brearley - - -                 | 1790           | William Alexander - - -  | 1783           | Divie Bethune - - -         | 1821           |
| <sup>2</sup> Metcalf Rowley - - -                 | —              | Anthony Benezet - - -    | 1784           | Samuel Campbell - - -       | 1824           |
| <sup>2</sup> Henry Ward - - -                     | —              | Nathaniel Greene - - -   | 1786           | Elisha Whitney - - -        | 1825           |
| <sup>2</sup> David Rowland - - -                  | —              | Charles Chauncy - - -    | 1787           | James Wilkinson - - -       | 1825           |
| <sup>2</sup> John Cruzer † - - -                  | —              | Mather Byles - - -       | 1788           | Thomas Macdonough - - -     | 1825           |
| <sup>2</sup> William Bayard - - -                 | —              | Ethan Allen - - -        | 1789           | Lindley Murray - - -        | 1826           |

\* The names of all the signers of the Articles of Confederation will be found attached to those Articles, Appendix, page 44.

† Writer of the Bill of Rights. ‡ The dash (—) denotes that the year is not ascertained.

The Bill of Rights, the Declaration of Independence, and the Constitution of the United States, were signed only by part of the members appointed to frame those enduring monuments.

<sup>1</sup> Members of the Congress that met at Albany, 1754.

<sup>2</sup> Signers of the Declaration of Rights.

<sup>3</sup> Signers of the Declaration of Independence.

<sup>4</sup> Signers of the Articles of Confederation.

<sup>5</sup> Signers of the Constitution.

| STATESMEN AND JURISTS  | Died,<br>A. D. | MISCELLANEOUS.          | Died,<br>A. D. | DISTINGUISHED FEMALES.  | Died,<br>A. D. |
|------------------------|----------------|-------------------------|----------------|-------------------------|----------------|
| 2 Leonard Lispenard    | —              | Jedediah Morse          | 1826           | Rebecca Pocahontas      | 1517           |
| 2 Hendrick Fisher      | —              | Edward Payson           | 1827           | Abigail Johnson         | 1630           |
| 2 James Borden         | —              | Thomas Pinckney         | 1828           | Ann Hutchinson          | 1643           |
| 2 Thomas Ringgold      | —              | Jacob Brown             | 1828           | Mary Dyer               | 1660           |
| 2 William Murdock      | —              | G—— Stewart             | 1828           | Anne Bradstreet         | 1672           |
| 2 Edward Tilghman      | —              | De Witt Clinton         | 1828           | Mary Starbuck           | —              |
| 2 Thomas Lynch         | —              | Timothy Pickering       | 1829           | Sarah Roberts           | —              |
| 3 William Hooper       | 1790           | William Bainbridge      | 1829           | Mary Saltonstall        | 1730           |
| 3 William Livingston   | 1790           | John M. Mason           | 1829           | Hannah Duston           | —              |
| 3 Francis Hopkinson    | 1790           | John Henry Hobart       | 1830           | Esther Burr             | 1758           |
| 3 Lyman Hall           | 1790           | James P. Wilson         | 1830           | Sarah Edwards           | 1758           |
| 3 Benjamin Harrison    | 1791           | Stephen Elliott         | 1830           | Janet McCrea            | 1777           |
| 2 George Bryan         | 1791           | John D. Godman          | 1830           | Susanna Wright          | 1778           |
| 4 Henry Laurens        | 1792           | Isaiah Thomas           | 1831           | Ann Eliza Bleeker       | 1783           |
| 2 Roger Sherman        | 1793           | Samuel L. Mitchell      | 1831           | Susanna Anthony         | 1791           |
| 2 John Hancock         | 1793           | John H. Rice            | 1831           | Mary Wolstonecraft      | 1797           |
| 3 Abraham Clark        | 1794           | Stephen Girard          | 1831           | Margaretta V. Fausgeres | 1800           |
| 3 Richard Henry Lee    | 1794           | Thomas Sumter           | 1832           | Martha Washington       | 1801           |
| 3 John Witherspoon     | 1794           | John H. Ashmun          | 1832           | Elizabeth Fergusson     | 1801           |
| 3 Josiah Bartlett      | 1795           | Robert C. Sands         | 1832           | Phebe H. Abbot          | 1805           |
| 3 Nathaniel Gorham     | 1796           | Warren Colburn          | 1832           | Mary White              | 1810           |
| 3 Samuel Huntington    | 1796           | S—— Tucker              | 1832           | Martha L. Ramsay        | 1811           |
| 3 Carter Braxton       | 1797           | John Coffee             | 1832           | Harriet Newell          | 1812           |
| 3 P'ces Lightfoot Lee  | 1797           | William Bainbridge      | 1832           | Sarah Smith             | 1812           |
| 3 Oliver Wolcott       | 1797           | Eli Todd                | 1833           | Judith S. Grant         | —              |
| 3 Lewis Morris         | 1798           | Lorenzo Dow             | 1834           | Mercy Warren            | 1814           |
| 4 George Read          | 1798           | Ebenezer Porter         | 1834           | Isabella Graham         | 1814           |
| 3 James Wilson         | 1798           | George T. Bedell        | 1834           | Mary J. Grosvenor       | 1816           |
| 3 Nicholas Gilman      | —              | James Whitfield         | 1834           | Mary Dwight             | —              |
| 3 Jonathan Dayton      | —              | Thomas Say              | 1834           | Phebe Phillips          | 1818           |
| 3 Thos. Fitzsimmons    | —              | David Hosack            | 1834           | Abigail Adams           | 1819           |
| 3 Jacob Broom          | —              | Thomas S. Grimke        | 1834           | Judith Murray           | 1820           |
| 3 James M'Henry        | —              | Samuel Baker            | 1834           | Sarah Hoffman           | 1821           |
| 3 Daniel Carroll       | —              | William Wirt            | 1834           | Catharine Brown         | 1823           |
| 3 Thomas Jenifer       | —              | Wm. H. Crawford         | 1834           | Susan Huntington        | 1823           |
| 3 R'd Dobbs Spraight   | —              | Nathan Dane             | 1834           | F. Anna P. Canfield     | 1823           |
| 3 George Washington    | 1799           | Luther Martin           | —              | Elizabeth Gray          | 1823           |
| 3 William Paca         | 1799           | John Emory              | 1835           | Lucia Knox              | 1824           |
| 3 George Ross          | 1799           | William Nevins          | 1836           | Susan Rowson            | —              |
| 3 John Blair           | 1800           | William White           | 1836           | L. Maria Davidson       | 1825           |
| 3 William Blount       | 1800           | David Crockett          | 1836           | Eleanor Davis           | 1825           |
| 2 John Rutledge        | 1800           | John Lowell             | 1836           | Ann H. Judson           | 1826           |
| 3 Thomas Miffin        | 1800           | Edward Livingston       | 1836           | Sarah Hull              | 1826           |
| 3 Edward Rutledge      | 1800           | Philip Syng Physick     | 1837           | Anna Bates              | 1825           |
| 1 John Worthington     | 1800           | Nathaniel Bowditch      | 1838           | Dorothy Scott           | 1828           |
| 3 Francis Lewis        | 1803           | William M. Stone        | 1838           | E. Ann B. Morse         | 1828           |
| 3 Matthew Thornton     | 1803           | Samuel L. Knapp         | 1838           | Marcia Hall             | 1829           |
| 3 Samuel Adams         | 1803           | John Rodgers            | 1838           | Maria M. Allen          | 1829           |
| 3 Robert Treat Paine   | 1804           | Thomas Cooper           | 1839           | Sarah Hall              | 1830           |
| 3 George Walton        | 1804           | Hezekiah Niles          | 1839           | Eliza Frothingham       | —              |
| 3 Alexander Hamilton   | 1804           | William Sullivan        | 1839           | Martha Derby            | —              |
| 3 Christop'r Gadsden   | 1805           | Jesse Buel              | 1839           | Maria Van Ness          | 1832           |
| 3 William Patterson    | 1806           | Aaron Bancroft          | 1839           | Hannah Adams            | 1832           |
| 3 Robert Morris        | 1806           | Zera Colburn            | 1839           | Sarah L. P. Smith       | 1832           |
| 3 James Smith          | 1806           | Wilbur Fiske            | 1839           | Elizabeth B. Dwight     | 1837           |
| 3 George Wythe         | 1806           | Aaron Ogden             | 1839           | Judith S. Grant         | 1839           |
| 2 Eliphalet Dyer       | 1807           | Robert Y. Hayne         | 1839           | Mary A. Holly           | 1842           |
| 3 Abraham Baldwin      | 1807           | Felix Grundy            | 1840           |                         |                |
| 3 John Dickinson       | 1808           | Philip P. Barbour       | 1840           |                         |                |
| 3 Thos. Herwood, jr.   | 1809           | Timothy Flint           | 1840           |                         |                |
| 3 William Williams     | 1811           | Charles Bonnycastle     | 1840           |                         |                |
| 3 Samuel Chase         | 1811           | Joseph Parrish          | 1840           |                         |                |
| 3 Gunning Bedford, jr. | 1812           | Matthew Carey           | 1840           |                         |                |
| 3 George Clymer        | 1813           | William Leggett         | 1840           |                         |                |
| 3 Benjamin Rush        | 1813           | Isaac Chauncey          | 1840           |                         |                |
| 3 Elbridge Gerry       | 1814           | George G. Cookman       | 1841           |                         |                |
| 3 Richard Bassett      | 1815           | William P. Dewees       | 1841           |                         |                |
| 3 Gouverneur Morris    | 1816           | Alexander Macomb        | 1841           |                         |                |
| 2 3 Thomas M'Kean      | 1817           | Hugh S. Legare          | 1841           |                         |                |
| 3 John Langdon         | 1819           | John Forsythe           | 1841           |                         |                |
| 3 Wm. Sam'l Johnson    | 1819           | Sam'l L. Southard       | 1842           |                         |                |
| 3 Hugh Williamson      | 1819           | Nimh Webster            | 1842           |                         |                |
| 3 William Ellery       | 1821           | William Ellery Channing | 1842           |                         |                |
| 3 William Floyd        | 1821           | John England            | 1842           |                         |                |
| 3 Jared Ingersoll      | 1822           | John Trumbull           | 1843           |                         |                |
| 3 Pierce Butler        | 1822           | Lewis F. Lin            | 1843           |                         |                |
| 3 William Pinckney     | 1822           | Robert Adrain           | 1843           |                         |                |



| STATESMEN AND JURISTS. | Died,<br>A. D. | MISCELLANEOUS.          | Died,<br>A. D. | DISTINGUISHED FEMALES. | Died,<br>A. D. |
|------------------------|----------------|-------------------------|----------------|------------------------|----------------|
| 6 Charles Pinckney -   | 1824           | Isaac Hull - - - -      | 1843           |                        |                |
| 5 Cha's C. Pinckney -  | 1825           | David Porter - - - -    | 1843           |                        |                |
| 3 John Adams - - -     | 1826           | Asabel Nettleton - - -  | 1844           |                        |                |
| 3 Thomas Jefferson -   | 1826           | Nicholas Biddle - - -   | 1844           |                        |                |
| 6 Rufus King - - -     | 1827           | Levi Hedge - - - -      | 1844           |                        |                |
| 6 William Few - - -    | 1828           | John Sanderson - - -    | 1844           |                        |                |
| John Jay - - - -       | 1829           | William L. Stone - - -  | 1844           |                        |                |
| James Monroe - - -     | 1831           | Peter S. Duponceau - -  | 1844           |                        |                |
| 3 Charles Carroll - -  | 1832           | H. A. Muhlenberg - - -  | 1844           |                        |                |
| John Marshall - - -    | 1834           | Abel P. Upshur - - -    | 1844           |                        |                |
| James Madison - - -    | 1836           | Thos. W. Gilmer - - -   | 1844           |                        |                |
| Wm. H. Harrison - -    | 1841           | Erastus Root - - - -    | 1846           |                        |                |
| Joseph Story - - -     | 1841           | John B. Nicholson - - - | 1846           |                        |                |
| Andrew Jackson - - -   | 1845           | George McClellan - - -  | 1847           |                        |                |
| Silas Wright - - -     | 1847           | Thomas Hewson - - -     | 1847           |                        |                |
| James Kent - - - -     | 1847           | John Jacob Astor - - -  | 1848           |                        |                |
| John Quincy Adams -    | 1848           | Richard Peters - - - -  | 1848           |                        |                |

1. Who were some of the statesmen that flourished in the 17th century? 2. In the 18th? 3. In the 19th? 4. Who were some of the generals and commanders that flourished in the 17th century? 5. In the 18th? 6. In the 19th? 7. Who were some of the divines that flourished in the 17th century? 8. In the 18th? 9. In the 19th? 10. Who were the philosophers that flourished in the 17th century, &c.? 11. What is the difference between a statesman and a jurist? 12. Between a general and a commander? 13. Between a philosopher and a literary man? [Many teachers will be under the necessity of omitting the following questions for the want of suitable district school libraries. It is to be hoped that every trustee, school commissioner, and wealthy citizen, will give this subject, of furnishing good libraries, that attention which its importance demands.—Ed.] 14. Name some distinguished men whose names are not in the Table. 15. For what was the first, second, third, fourth, &c., distinguished, in the catalogue of statesmen and jurists? 16. What can you say of the first, second, third, fourth, &c., in the miscellaneous catalogue? 17. For what excellent traits were each, in the catalogue of ladies, distinguished? 18. In what department of human knowledge was each distinguished? 19. What should be our object in studying biography? 20. What should every one constantly remember?

The above Table contains all the names of the members of the Congress of 1754, the signers of the Declaration of Rights, the signers of the Declaration of Independence, and the signers of the Constitution of the United States. But it should be borne in mind, that it contains only a few of the names of distinguished deceased American ladies and gentlemen—that there are a multitude who were eminently prominent as divines, statesmen, profound lawyers, and skilful physicians, patrons and friends of learning, persons of genius, science, and literature, together with numberless philanthropists and Christians, whose actions will ever live, and continue to sustain the institutions of the Republic, though their names may not be remembered by the living. It is to be hoped that more attention will hereafter be paid to female biography; that the gentleness, the meekness, the piety of American ladies, may be blended with ancient patriotism and wisdom, so that the young of both sexes may survey the lives of those who have lived before them; and, animated by reason, fortified by piety, they may, like Elisha of old, receive the mantle of their virtues free from the follies incident to humanity, and be inspired with renewed zeal in the cause of letters and of true wisdom.

## APPENDIX.

The Appendix is a complete Key to this work : it contains the answers to all the questions ; and those that are the most difficult are invariably elucidated. This Key has been prepared expressly for young ladies and young gentlemen, who are either preparing for the momentous responsibilities of guiding the young, or those who may have actually entered upon the duties of the most arduous—responsible—interesting, yet most neglected of all the learned professions. It cannot be too indelibly impressed on the minds of all educators, that each teacher, in every neighborhood, may beneficially *simplify, omit, or add* to the exercises contained in this book ; and, furthermore, that important subjects have intentionally been either slightly alluded to, or sometimes even passed over without any questions. This plan is intended expressly to encourage the tyro in simplifying and amplifying the subject-matter contained in the text ; for example, the word *book*, which occurs in the first lesson and line of this work, is derived from the old Saxon word *Boc*, and from *Boc* are derived 35 words now in current use, viz : book, book-account, book-binder, book-binding, book-case, book-debt, booked, bookful, booking, bookish, bookishly, bookishness, book-keeper, book-keeping, book-knowledge, book-land, book-learned, book-learning, bookless, book-madness, book-maker, book-making, book-man, book-mate, book-mindedness, book-muslin, book-oath, bookseller, bookselling, bookstall, bookstand, bookstone, bookstore, bookworm.

The author is fully aware that this work may fall into the hands of those who possess far more *ability and experience* than himself : accordingly the publishers of this work will have an abundant supply of the Manuals constantly on hand which do not contain the Key. Educators can be furnished immediately with any quantity they may want, by writing to Messrs. Griez, Elliott, & Co., No. 14 North Fourth Street, Philadelphia, who have facilities to send the work to any part of the United States. It is, moreover, very desirable that advanced scholars should not have access to the Key, but that they be required invariably to exercise their own skill and research in giving the answers, and that all efforts on the part of the pupils should receive due commendation and encouragement.

The first eight lessons, being intended merely as suggestions and hints to educators, have not been divided into sections, nor have the questions thereto been numbered ; but those who think best to have their pupils begin at Lesson I. will find, in the Appendix, that the questions have been numbered and answered in the regular order in which they occur.

LESSON IX. is the beginning of the main subject of this work. To meet the convenience of different Teachers, who must necessarily have

classes of varied attainments, the lessons are generally divided into 10 or 12 sections, each of which usually contains from 8 to 12 lines. It will be borne in mind, that these sections are merely arbitrary divisions, and not necessarily paragraphs. Teachers will perceive that each section of questions is intended to correspond to its numbered section in the context. According to this arrangement, Teachers may, with the utmost ease, vary the lessons they wish to assign. For some classes, one section may be enough for a task ; others may take 2-3-4-5-6 sections, or it may be, even a whole lesson, for a single exercise. Some teachers will find it often convenient to assign a given number of lines for each lesson, especially when the marginal exercises are given as themes for composition, &c. The answers to the questions are often not found in the lesson, and are intended to stimulate the pupils to in lustrous habits out of school—to develop thoroughly the mental and moral powers—to train properly the young for the momentous duties and responsibilities that await them in the future.

### LESSON I.

1. To marginal exercises.
2. In many, as follows :—1st. Book—The work is well written. 2d. Labor—He is at work. 3d. Manage—Work out your own salvation. 4th. Operate—The principle works well. 5th. Become—Machinery works loose by friction. 6th. Foment—Malt liquors work. 7th. Remove—By motion the plaster works out of place. 8th. Knead—We work pastry. 9th. Effect—By reasoning we work a change of purpose. 10th. Embroider—Young ladies work purses, &c.
3. A distinct part of a discourse or writing. A paragraph may consist of a single sentence, but it usually embraces many sentences.
4. To resolve the compound sentence to its elementary principles or subdivisions.
5. Varied definitions, synonyms, all the words in the margin of every page.
6. Usually a single sentiment ; it can never contain but one finite verb and its subject. But there may be various degrees of simplicity ; thus " God made man " is a simple sentence ; " On the sixth day God made man out of the dust of the earth, after his own image, " is still a simple sentence, but it is less simple than the former on account of the circumstances specified.
7. A compound sentence contains two or more subjects or nominative cases, and two or more finite verbs or verbs not in the infinitive mood, as in this verse : He fills, he bounds, connects and equals all.
8. It is a good plan, and admirably trains the mind for the duties of after life.

9. By the voice; unwritten.
10. *Definition*—description of a word by its properties; as, *paternal*—pertaining to a father. *Synonym*—explanation by a word of the same meaning. *Paternal*—fatherly.
11. No; it is generally irksome and useless, and engenders the most pernicious habits.
12. Improvement in literature, science, sentiments, morals, manners, &c.
13. Disjunctive conjunction.
14. *Or* is a noun when made the subject of discourse; as, "or" connects words or sentences.
15. It is sometimes spelled with a final *e*, and sometimes without it.
16. Richardson's, Johnson's, Walker's, Kenrick's, Reid's, Bowl's, and Worcester's, unabridged Dictionaries have been consulted, but when these differed the author has generally followed Webster's unabridged Dictionary, of 1818.
17. The sentence would then aver that any one of my cousins read the work; it now avers *all* of them *all*.

## LESSON II.

1. It is of the utmost importance.
2. On failure of my exertions consult my teacher, or some one capable of informing me.
3. When properly directed, it is of the utmost benefit.
4. Improvement of the understanding and the heart upon the suggestions of the work read.
5. Pupil in the class.
6. School.
7. Scholar, scholastic, scholarship, and many compound words, as, school-house, school-room, school-books, &c.
8. Resolving into original elements, as simple sentences, phrases, adjectives, &c., and testing their separate characters.
9. Words.
10. Because *an* means the same as the article *a*, and is used instead of *a*, for the sake of an agreeable sound or euphony, when the next word begins with a vowel or vowel sound. The article *a* must be used before all words beginning with *u* long, a consonant, and a consonant sound; as, *a* unit, *a* boy, *a* oneness; and the article *an* must be used before all words beginning with a vowel except such as begin with the sound of *u* long or a consonant sound: *an* must also be used before words beginning with a silent *h* as, *an* hour, *an* heir; also before words where the *h* is not silent, if the accent is not on the first syllable, as, *an* heroic action, *an* historical account, &c.

## LESSON III.

1. *Italic* means, pertaining to Italy, and is applied particularly to a kind of inclining type, first used by *Italian printers*. Hence *Italics* means letters first used in Italy, and which stand inclining; they are used to distinguish words for *emphasis*, *importance*, *antithesis*, &c. The words *emphasis*, &c., are printed in italics.  
\* 8th line, when you substitute *tuition* for *education*, *an* should be omitted.
2. Extended or general sense.
3. Scholars.
4. Features; namely, articulation, pause, inflection, accent, emphasis, &c.
5. Feature.
6. That particular feature.

7. The metropolis of France.
8. There is
9. There is.
10. By its connection with the subject in discussion.
11. Ground being more expensive, the requisite amount of room is sought in a contracted surface—to make room for large families without covering much ground, a few square feet of which is sometimes worth as many acres in the country—to accommodate men in the varied pursuits of trade, &c., without requiring them to travel over a great surface—occasionally to make more display of wealth—obtain purer air—and often to accommodate families in the 2d, 3d, 4th stories, &c., when the first story is occupied as a stand for some kind of business.
12. That which best qualifies us for the discharge of our various duties; and inasmuch as the proper training in reading has a better and a more powerful influence over the moral and intellectual faculties than any other study, it must consequently be paramount to any other branch of education.
13. The last syllable is varied with *o* or *e*.
14. An *orator* who is presumed to combine rhetoric with other principles of elocution.
15. *Intellectual* consists in perceiving by the operation of the mind; *moral* in discriminating between virtue and vice. An *intellectual man* may therefore pursue a very *immoral course*.
16. Mental faculties.
17. A noun
18. It sometimes has *in* or *im* prefixed, in which case it is a verb.
19. Several, as follows:—1st. *Command*—His power is co-extensive with his empire. 2d. *Ablity*—God's power is adequate to his will. 3d. *Momentum*—100 horse power. 4th. *Mental faculty*—By the power of his mind. 5th. *Military force*—The collected powers of Europe.
20. *Strength* is might depending on personal or inherent vitality. *Power* may also include the concurrence of external circumstances. *Authority* is delegated power. A prisoner may therefore have *strength* to leave his cell, but his *power* to do so is restrained by the walls until the sheriff receives *authority* to liberate him.

## LESSON IV.

1. Pupil.
2. Whole, an adjective, relating to the entire subject of the reading lesson.
3. *Developing*, expanding, opening. *Strengthening*, establishing, making firm. *Elevating*, raising up, making lofty. The nursery develops the intellect, the school strengthens it, and the college elevates it.
4. Inherent powers of the mind, the *imagination*, the *judgment*, and the *memory*, &c.
5. One of a company of arbiters between litigant parties.
6. Generally *twelve* or *twenty-four*.
7. Two; *grand jury* and *petit jury*.
8. To decide the subject of litigation submitted to them, according to the evidence presented and the law of the land.
9. Voters may *generally* serve on juries, but there are some exceptions, as, a superannuated person, an atheist, &c.
10. No; the rights of person and property would be imminently hazarded.
11. Testimony.



12. *Im* is usually the representative of the Latin *in*, which is changed into *im* before *b, p,* and *m*; when prefixed to an adjective, it is generally used as the particle of negation *not*, and reverses the meaning of the primary word. But when prefixed to a verb, or words derived from verbs, *im* usually conveys an *augmentative* meaning.
13. Relating to time.
14. As temporally relates to *time* and eternally to *eternity*, they may be considered as synonymous with *here* and *hereafter*.
15. By no means, as misery is the natural attendant of vice.
16. The latter. "Let me die the death of the righteous," that "my latter end may be like his."
17. Surely; death is the natural consequence of life. The former is an inevitable incident of the latter.
18. The body is the corporeal material of which we consist: the mind, the result of the action of its parts, produced by the immortal spirit acting through the senses.
19. The holy scriptures directing our spirits with reason and prudence.

## LESSON V.

1. The directions and general plan.
2. By *suppressing* we restrain or abridge as prudence and judgment direct; by *extending*, we amplify or enlarge, as the capacity and acquirements of the pupil warrant.
3. An opinion or decision of the mind formed without due examination of the facts or arguments which are necessary to a just and impartial determination.
4. Its effect is to negative the balance of the word; *unabridged*, *not abridged*, &c.

It is proper to remark here, that all words are called either primitive or derivative in reference to their origin—and simple or compound in reference to their form. Strictly speaking, a primitive is a simple word in its original form; consequently, nearly all the words in our language can be traced to Europe; and the European languages, in like manner, trace their origin to Asia. It should be borne in mind, that all languages having sprung from one source, the original words from which they have been formed must have been of equal antiquity. Philology is a study which, in itself, might occupy the life-time of the most industrious. The peculiarity, however, of our political institutions, and the beauties of our language, alike demand only proper improvement of opportunities within the reach of every one, in order to obtain a knowledge of our language sufficient for all useful and practical purposes; indeed, those who have reflected the highest honor upon the American name have, by their own application and perseverance in studying the philosophy of their mother tongue, obtained the respect of the civilized world. It is intended, in this work, to give only a synopsis of those general principles which are of the utmost practical use to all: no one who reads our language should allow the veil of ignorance to obscure its elements of philology, which are a perpetual source of gratification and improvement.

A derivative word is one whose origin may be traced to a primitive root, as *bookseller* (see page 1, Appendix). A word may combine both a derivative and a compound character, as *under workman*. Words are often classed into groups or families, and several hundred words are often traced to a single root; the Latin roots *facio* (to make) and *pono* (to place) are

examples of this description—and a majority of all the words in our language may be traced to a few hundred primitive roots. Our language has many sets of derivative words expressing the same thing, with slight shades of difference in their application; the most numerous are of Saxon origin—the next, those of Latin—the third, of Greek.

| Saxon.      | Latin.      | Greek.     |
|-------------|-------------|------------|
| Teacher,    | Usher,      | Pedagogue. |
| Talk,       | Colloquy,   | Dialogue.  |
| Top,        | Summit,     | Acme.      |
| Warriors,   | Militia,    | Heroes.    |
| School,*    | Seminary,   | Academy.   |
| Word-book,† | Dictionary, | Lexicon.   |

A few nouns are of Saxon origin and the corresponding adjectives are from the Latin.

|          |              |          |           |
|----------|--------------|----------|-----------|
| Brother, | Fraternal.   | Yearly,  | Annual.   |
| Father,  | Paternal.    | Hearer,  | Auditor.  |
| Dog,     | Canine.      | Waterer, | Aquatics. |
| Earth,   | Terrestrial. | Height,  | Altitude. |

A word not combined with any other, and in its simplest form, is called a simple word, as *it*, *foot*, *moral*, *school*. A compound word is composed of a simple word, with a letter, syllable, or word, either prefixed or affixed, as *itself*, *afloat*, *innoral*, *school-house*. When a compound word is composed of two simple words, they are usually connected by a hyphen, as *book-outh*. As a general rule, permanent compounds should be written without the hyphen—those that are not permanent should be used with the hyphen. The number of simple words in our language is exceedingly small compared with the compounds—the particle *in*, which always conveys a privative or negative meaning, is prefixed to about four thousand words. When a letter or syllable is placed before a word, it is called a prefix; when placed after a word, it is called an affix, suffix, or post-fix. In examining derivative words, the following order should be observed: 1st, the root from which the word is derived; 2d, the prefix; 3d, the affix; and 4th, the euphonic letters.

*Synopsis of prefixes*—*A*, of Saxon origin, signifies *on*, *in*, *to* or *at*, (see \* after answer to question 20, lesson IX., page 7, in the Appendix.) *A*, *ad*, and *abs*, when of Latin origin, signify *from* or *away*—as, *avert*, to turn *from*; *abbreviate*, to make *short*, from *abstain*, to hold *from*. *Ad* is of Latin origin, and admits of ten variations for the sake of agreeable sound and ease in pronunciation; *ad*, and all its variations, signifies *to*—as, *adhere*, to stick *to*; (*ad*) *ascribe*, give *to*; (*ad*) *accede*, to yield *to*; (*ad*) *affix*, to fix *to*; (*ad*) *aggravate*, to make worse; (*ad*) *alleviate*, to ease; (*ad*) *annihilate*, to make *to* nothing; (*ad*) *appertain*, to belong *to*; (*ad*) *arrogate*, to assume *to* one's self; (*ad*) *assimilate*, to make like *to*; (*ad*) *attest*, to bear witness *to*. It will be perceived by the above examples that *d* before the letter *s* is either omitted or is changed to *s*, and before the words beginning with the letters *c*, *f*, *g*, *l*, *n*, *p*, and *t*, the *d* is changed to those letters respectively. As a general rule, the last letter of any of the various prefixes may be changed into the first letter of the words to which they are prefixed, whenever so doing ease of pronunciation may be obtained and agreeableness of sounds produced. *Ante* signifies *before*, as *antediluvian*, *before the flood*; *pre*, *before*, as *prefix*, to fix *before*; *anti* signifies *against* or *opposed to*, as *anti-sweat*, *opposed to society*. *Be*, of Saxon origin, signifies *to make*, as *becalm*, to make calm. *Bi*, *semi*, *hemi*, signify half, as

\* See note, latter part of this article, page 5, Appendix.

† Let be used (from the German).

bisect, to cut or divide into two parts; *semi*-wolf, half wolf; *semi*-annual, half a year; *hemisphere*, half a sphere. *Co*, *con*, *col*, *coj*, *com*, *cor*, usually signify *with* or *together*; *con* sometimes signifies *against*, (as *pro*, *for*, and *con*, *against*), as *cotemporary*, living together or at the same time, connect, to join together; *collect*, to bring together; *cognate*, allied with; *comply*, to accord with; *correspond*, to agree with, &c. *Contra* and *counter* signifies *against*, as *contradict*, to speak against; *countermand*, to command against what was commanded before. *De* signifies *down* or *from*, as *describe*, to write down; *detain*, to hold from. *E*, *ec*, *ex*, *ef*, *el*, *er*, signify *out* or *out of*, as *educe*, to lead out; *eccentric*, out of the centre; *exclaim*, to cry out; *efflux*, a flowing out; *elicit*, to draw out; *erase*, to rub out. *Equi* signifies *equal*, as *equi-distant*, at an equal distance. *Extra* signifies *beyond*, as *extraordinary*, beyond ordinary. *En* and *en*, of Saxon, French and Greek origin, signify *in*, *into*, or *to make*, as *encircle*, to put in a circle; *encamp*, to form into a camp; *embolden*, to make bold. *Ge* signifies *earth*, as *geode*, *earthstone*. *Hydro* signifies *water*, as *hydro-statics*, the science which treats of the weight of fluids. *In* is of Latin origin, and admits of four variations for the sake of euphony, viz: *il*, *ig*, *im*, *in*. *In*, before verbs, usually has an augmentative meaning, and signifies *in*, *into*, *on*, or *upon*, as *insert*, to put *in*; *illumine*, to put light *into* (*in*); *impel*, to drive *on* (*in*); *ignite*, to set *on* fire; *irradiate*, to throw light *on* or *upon*; *in*, before all other parts of speech, and the forms it assumes, usually has a privative or negative meaning, as *indecent*, *not decent* (*in*); *ignorant*, *not knowing* (*in*); *illiberal*, *not liberal* (*in*); *impartial*, *not partial* (*in*); *irregular*, *not regular*. *Inter* signifies *among* or *between*, as *intermix*, to mix *among*; *interline*, to make lines *between*. *Juris* signifies *legal*, as *jurisdiction*, *legal power*. *Non* and *un* signify *not*, as *noncommittal*, *not committed*; *unabridged*, *not abridged*. *Ob*, with its variations *oc*, *of*, signifies *in the way* or *against*, as *obstacle*, something *in the way*; *occur*, to run *in the way*; *offend*, to make *against*. *Per* signifies *through*, as *pervade*, to pass *through*. *Post* signifies *after*, as *Post-meridian*, *after mid-day*. *Pre* signifies *before*, as *predict*, *foretell*. *Pro* signifies *for* or *forward*, as *pronoun*, *for* a noun; *promote*, to put *forward*. *Re* signifies *back* or *again*, as *revoke*, to call *back*; *retake*, to take *again*. *Theo* signifies *God*, as *Theology*, study of the law of *God*. *Trans* signifies *across*, as *transatlantic*, *across the Atlantic*. *Uni* signifies *one*, as *unusual*, *one* *axat*.

Synopsis of affixes.—*An*, *ian*, *ical*, *ic*, *ar*, *ary*, *ory*, *al*, *ile*, *ive*, *ish*, *ous*, *ac*, imply *belonging* or *relating to*, as *American*, *relating to America*; *Christian*, *relating to Christ*; *academical*, *relating to an academy*; *heroic*, *relating to a hero*; *solar*, *relating to the sun*; *literary*, *relating to letters*; *prefatory*, *relating to a preface*; *mental*, *relating to the mind*; *juvenile*, *belonging to youth*; *infantile*, *belonging to an infant*; *Scottish*, *belonging to Scotland*; *bilious*, *belonging to bile*; *elegiac*, *belonging to elegy*. *Ary*, *ance*, *ancy*, *ant*, *ate*, *dom*, *ence*, *ency*, *ent*, *ice*, *id*, *ion*, *ism*, *ment*, *mony*, *ness*, *ry*, *ship*, *ude*, *ure*, *y*, *age*, denote *being* or *state of being*, as *obstinacy*, *being obstinate*; *vigilance*, *state of*

*being vigilant*; *constancy*, *state of being constant*; *dependant*, *state of dependence*; *adequate*, *being equal to*; *freedom*, *state of being free*; *absence*, *being away*; *innocency*, *state of being innocent*; *justice*, *being just*; *frigid*, *being cold*; *precision*, *state of being precise*; *paganism*, *state of being a pagan*; *embarrassment*, *state of being embarrassed*; *sanctimony*, *state of being sacred*; *happiness*, *state of being happy*; *slavery*, *being a slave*; *rivalship*, *state of a rival*; *quietude*, *the state of being quiet*; *exposure*, *state of being exposed*; *mastership*, *state of being master*; *orphanage*, *state of being an orphan*. *Ant*, *ar*, *ard*, *ary*, *ec*, *er*, *ent*, *er*, *ist*, *ile*, *ive*, *or*, *ster*, denote *one who*, as *merchant*, *one who trades*; *beggar*, *one who begs*; *dotard*, *one who has an impaired intellect*; *missionary*, *one who is sent*; *refugee*, *one who flies*; *engineer*, *one who has charge of an engine*; *student*, *one who studies*; *teacher*, *one who teaches*; *artist*, *one who practises an art*; *Israelite*, *one who is descended from Israel*; *operative*, *one who works*; *debtor*, *one who is in debt*; *youngster*, *one who is young*. *Ary*, *dom*, *ory*, denote *the place where*, as *library*, *the place where books are kept*; *kingdom*, *the place where a king governs*; *observatory*, *the place where observations are made*. *Ate*, *en*, *fy*, *ize*, *ise*, *ish*, signify *to make*, as *facilitate*, *to make easy*; *shorten*, *to make short*; *rectify*, *to make right*; *legalize*, *to make legal*; *franchise*, *to make free*; *publish*, *to make public*. It should always be borne in mind, that the meaning of the prefixes\* and affixes,\* like most of the words in our language, vary greatly, owing to their affiliation with words and their position in sentences, and occasionally to the origin of the primitive words; for example, *bark*, a vessel, is derived from the French word *barque*, or the Italian and Spanish *barca*, which also mean vessel—whereas *bark*, the covering of a tree, is derived from the Danish word *bark*, the Swedish *bark*, or the German *barke*. It will at once be perceived, that the correct way to learn the true meaning of words—to see their nice shades of signification—the changes they are liable to undergo in time, is to observe their use and application in sentences; this is the fountain from which alone all the dictionaries of the language derive their authority. No one can make any proficiency in the use of language without the closest observation. Furthermore, the constant and close discrimination in the use and application of the words of our own language affords the best possible discipline to the mental powers; it is alike one of the strongest incentives to mental industry, and of the purest sources of intellectual enjoyment—and it is not saying too much to affirm, that industrious or careless habits often formed or allowed in the school-room, contribute more to the success or failure of youth in after life than any other cause. It has been observed, that most of the words in common use are either derivative words from other languages, or they are formed from primitive words in the English by means of prefixes and affixes. The

\* Thus the prefix *pro* may mean *for*, *forward*, *forth*, or *out*, as *proconsul*, *for a consul*; *propel*, *to drive forward*; *profuse*, *pour forth*; *provoke*, *call out*; and the suffix *y* may mean *state of being*, or *full of*, or *consisting of*, as *mastership*, *state of being master*; *dusty*, *full of dust*; *oil*, *consisting of oil*.

plan intended to be pursued in this book is of the simplest possible character. The marginal exercises afford examples so simple that children can compose, verbally, phrases and simple sentences before they can write; it is truly surprising to witness the eagerness of young children to engage in the marginal exercises; and in almost every case, after a few weeks' practice, the proficiency made in judging of right and wrong—in framing sentences, &c., will be incredible to those who have never properly exercised the mental and moral powers of youth. No pupil or person who reads or attempts to read the English language, or even hears it spoken, should remain ignorant of the power of its simplest and most common prefixes and affixes. The single particles *in*, and *in* with its equivalents, are joined with several thousand words; yet there are millions who, for the want of one hour of suitable instruction in the philosophy of our language, grope their way through life in philological darkness.

\* Note. A few distinguished authors have derived *school* from the Dutch word *school*, which is the same as the German *schule*, both of which words signify a place for imparting instruction. Most authors derive *school* from the Latin *schola*, which is the same as the Greek *scholē*, both of which mean leisure or vacation from business. As many words are of uncertain derivation, it was thought best to insert the word *school*, that the attention of teachers might be directed occasionally to this subject. The probability is, that the German word *schule* and the Greek word *scholē* may both be traced to the Sanscrit of Asia.

5. Teachers, or persons who use this book.
6. Negative; contradicting the sense of the primary word.
7. Because they are verbs. See Lesson IV. Question 12, page 3. Appendix.
8. *Sentence*—a collection of words containing a specific sentiment. *Paragraph*—a continuation of sentiments on the same subject. *Essay*—an attempt to establish sentiments or propositions. *Treatise*—a full, finished, and laborious discussion and elucidation of a series of sentiments.
9. *Grammar*—the art of employing language according to its established idioms. *Geography*—a descriptive and statistical knowledge of the earth and its several parts. *Chronology*—the knowledge of the time, period, and order of events. *Biography*—a condensed history of the life of particular persons. *History*—a general authentic narrative of events.
10. *Scientific*—certain knowledge, or general knowledge, which may include the arts, mechanical, artistical, and practical. *Literary*—that knowledge which is acquired from language, books, letters.
11. There are but few, if any, that are in every respect precisely alike.
12. That they resemble each other in their general application and use.

#### LESSON VI.

1. *Pause*—a suspension or cessation of the voice. It may be either *sentential*, with reference to the sense and grammar, or *rhetorical*, with reference to the elocution.

*Tone*—modulation of the voice in expressing the passions or sentiments. *Emphasis*—the particular force of the voice on important words, or parts of a discourse.

2. It regards what may naturally follow; as, *calence, attitude, countenance, gesture, &c.*
3. *Progression*—forward motion with reference only to the moving object. *Advancement*—the result of motion with reference to some goal or station.
4. From the Latin word *sentio*, perceiving feeling. Applicable only to the feeling of the mind.
5. *Incite* embraces the idea of *communication from the teacher to excite the emotions of the pupil.*
6. To put in. See Lesson V., Question 4, page 3. Appendix.
7. Infuse, inlay, inspire, induce, involve, &c.
8. *Emphasis*—mere force or strength of the voice. *Modulation*—a yielding or bending stress conforming to the subject.
9. Internal sense of right and wrong.
10. Precepts given by the clergy. Figuratively used.
11. A rhetorical figure of speech.
12. It substitutes *effect for cause, sign for thing signified, place for its inhabitants, writings for the author*; as, we read Virgil, that is, his writings, &c.
13. That is most proper to be learned which should be most constantly practised and has the greatest weight upon our future destiny; and inasmuch as the cultivation of the conscience—training of the morals, and the most sacred regard for the *Bible* and the *Christian Religion*, have this bearing, *they are paramount to all other studies and attainments, and no one that is deficient in these inestimable acquisitions can reasonably expect either enduring fame or permanent happiness.*
14. Divine revelation.
15. Certainly, the consciousness of having performed our duty to God and to our fellow-men must solace the close of our career, and smooth the pillow of death. We have all sooner or later to die. Christianity is our only refuge.
16. Injustice would cease, and the cause of contention and strife being removed, social happiness, with Christian feeling, would ensue.
17. No; misery is the consequent punishment of crime, and though it may for a time be smothered, it cannot be eventually evaded. An invisible yet all-seeing eye rests constantly upon us; all that we ever say, do, or even think, is known to our Creator, who holds us responsible for every secret thought, word and action.
18. Yes; the omniscient recognition of Providence extends even to the minutest of created beings, and is co-extensive with our life.
19. Due caution is ever incumbent upon us under all circumstances; it is important to question ourselves whether our Maker and Judge will approve of what we are doing—whether we are preparing for the dying hour.
20. Retract, and, as far as possible, make immediate reparation—seek the forgiveness of God through the merits of our Redeemer.
21. No; error is incident to our moral condition.
22. The good exercise due caution against error, and exert themselves to repair it; the

\* From modesty, elaborate productions and masterly disquisitions are sometimes termed *Essays*; as, Locke's *Essay*—Fog's *Essay on Man*, &c.



*bad* are inattentive to moral injunctions, and regardless of their consequences.

23. A certain compliance with the injunctions of holy writ; secret communion with our heavenly Father, through the merits of Jesus Christ, who died to save just such sinners as we are.
24. We are in total ignorance of the time of our death; though in perfect health, we may be called into eternity without a moment's warning.
25. Yes; no particular age is proof against the attacks of death; the bills of mortality show that the young are more subject to death than those at mature life.
26. In a state of preparation for death or for the continuation of life, so that at any moment we may be prepared to be summoned into the presence of our final Judge and Maker.

#### LESSON VII.

1. Seven.
2. Matter; that on which any mental operation is performed.
3. Several: as, *Matter*—the *subject* under consideration. *Vassal*—a loyal *subject*. *Liable*—*subject* to objections. *Nominative*—the *subject* of the verb, &c.
4. Those who are engaged in training youth. In its extended sense, those who educate.
5. Not. See Lesson V., Question 4, Appendix.
6. Unsound, not sound—*unmixed*, not mixed, &c.
7. Inestimable, not to be appreciated.
8. Every pupil—all persons—those who read.
9. Books.
10. A tree common in Java and the neighboring isles, the secretions of which are a deadly poison—the most poisonous of all trees. It was formerly reported and believed, that its poison contaminated the surrounding atmosphere to such a degree that a near approach to the tree caused instant death.
11. The books poisonous to moral and religious sentiment; the perusal of which inevitably renders all who read them more miserable and unhappy.
12. Educators; including parents, teachers, professors—all who instruct the young.
13. The United States of America.
14. The whole body of the people.
15. Each being interested and having a voice in the proper administration of its concerns, their united efforts must concentrate their force in the common weal. The people of no other government have equal privileges and power.
16. The United States, in which the exercise of the sovereign power is lodged in representatives elected by the people.
17. The general compact, by which all have tacitly agreed to abide by the decision and interest of the whole as one body exerting its protection and exacting its duties equally upon all its members.
18. Because it is the written evidence of the compact between the subordinate governments of which we each form an integral part.
19. The national sovereignty would be destroyed—each state would become an inferior government—local interests would produce dissensions—the stronger would prey upon the weaker—and perhaps destroy them—their contentions excite civil wars, with consequences direful among nations so intermingled by consanguinity

and fraternity, and indeed it is to be feared the whole bonds of civil union would be severed, and society revert to its original savage elements.

20. Moral and political virtue are essential, but these cannot exist in perfection without the universal dissemination of knowledge, and due appreciation and support of the Christian religion by each and every citizen.
21. The protection of and participation in a Christian government.
22. The Constitution of the United States, which is the supreme law of the land, the *magna charta* of the nation.

#### LESSON VIII.

1. The reading books.
2. Teachers.
3. A division or a break in the sentence.
4. It has not; it sometimes denotes a stop in the sentence—a change; or that something is omitted.
5. The whole range of knowledge pervading the entire extent of Europe, including both the *ancient* and *modern languages*, and their *literature*.
6. That expression would have restricted the learning spoken of to the knowledge embraced by those languages.
7. The learning possessed by the nations from whom the Europeans anciently were indebted for their knowledge.
8. By the term *Oriental literature* is embraced the *encyclopedia* of Asia and Egypt, including the philosophy of the primitive languages.
9. A metaphor.
10. To compare the gratification of classic relish to the healthful and necessary indulgence of natural appetite.
11. Fugal, (the Scottish harp,) the *gale* of spring.—Metaphor. Patience is like *gold*; it grows brighter by friction.—Simile. Addressed the *chair*.—The *kettle* boils.—Metonymy. Cheered with the grateful *smell* of old ocean *smiles*.—Personification. Swifter than lightning.—Hyperbole, &c.
12. The former.
13. Confirm us in loose, unsettled and wavering habits of carelessness and vacillation, and disqualify us for the successful pursuit of permanent and valuable objects.
14. *Simple sentence*—the time will soon come. *Compound sentence*—the time will soon come when every voter and juror will be able to read and write. *Paragraph*—from "Teachers in their profession," 8th line, to "faculties of the immortal mind," 21th line.
15. That a relish for classic knowledge will increase, and the brow of every integral member of our confederacy wear the diadem of *Liberty* based upon the ability to *read, reflect and write*, and thereby enjoy the true privileges and blessings of the Christian religion.
16. Five hundred and fifty thousand.
17. Smaller, from the fact that some would be overlooked, and others would not wish to have it known that they were so ignorant, &c.
18. At least nine hundred thousand.
19. The preservation of our liberty and the perpetuity of our republican institutions depend upon the intelligence and virtue of the united influence of each member of the community.
20. Exert our individual influence to promote

universal intelligence, and the prevalence of moral and Christian virtue.

21. Professedly so; and our constant endeavor should be to render and preserve it so in reality and practice.

## LESSON IX.

1. It embraces all ages; and the subject should employ the youth in *pursuit*, the mature in *practice*, and the aged in *commemulation, sanction and promotion* of it.
  2. And, which invariably denotes conjoined addition, as, both the young *and*, that is, *add* the old.
  3. As *morality* and *Christianity* are within your reach, embrace *both*.
  4. See last answer, No. 10, Lesson II., page 2, Appendix.
  5. Probably the United States. There can be no doubt upon this subject, wherever harmony and union prevail.
  6. Christianity, moral virtue and intelligence.
  7. Persecution and intolerance with reference to religious sentiments, a desire for rational liberty, enterprise and philanthropy.
  8. Their aim at national virtue, liberality and piety, and the blessings of heaven approving those laudable efforts.
  9. Because our self-interest, happiness, and our future prosperity, depend on a knowledge of it.
  10. That he may guard the *Constitution*, the palladium of all the inestimable blessings we enjoy, with prudence and judgment.
  11. We take the commencement of the Christian era for the base line. Previous to that is *ancient*; subsequent to it *modern*.
  12. The Jews, Egyptians, Medes, Persians, Babylonians, Greeks, &c.
  13. *Ruin* owes its origin to *inherent* causes, *Destruction* to *external* violence. A person may be *ruined* by the *destruction* of his prospects.
  14. The whole art of managing the affairs of a nation, and includes the fundamental rules and principles by which individual members of a body politic are to regulate their social actions. The *government* of the United States is founded on the natural authority of the people, and may justly be regarded as the bulwark of human liberty.
  15. Several; *Management*—under the *government* of directors. *Influence*—exercise your *government* over him. *Magistracy*—as the mayor and aldermen of a city. We will refer the matter to the *government* of the city. *Grammar*—as the subject of a verb or the antecedent of a pronoun. The noun exercises *government* over the verb, pronoun, &c.
  16. Because, in a republic, each man is concerned in its correct administration.
  17. It is especially necessary in the United States and every representative or delegated democracy.
  18. Because *they* are more especially charged with its administration, and directly interested in its equity.
  19. It were desirable, as virtue, morality and religion go hand in hand with intelligence.
  20. Because it is founded on the natural freedom in which every one is born; and the basis on which some of our most important political regulations, &c., are founded, can be traced back to the earliest ages.
- \* This question is inserted to show the varied significations of the simplest words, and the importance of attending to things apparently trivial—and the necessity of thorough

investigation before deviating from long-established usages. The author has repeatedly heard it affirmed that there is no difference between *a* and *one*. The following are some of the differences between *a* and *one*: 1st. *one* may be more general in its meaning—I bought *only one* table at the sale, implies that I may have bought *something besides* the bible; whereas, I bought *only a bible* at the sale, implies that I bought *nothing but* the bible. 2d. Again, *one* may be more restricted in its meaning—we believe implicitly, and stake our salvation on the doctrines contained in *a* book, denotes that we believe implicitly, &c., *any* book, whereas we believe implicitly, &c., *one* book, conveys the idea that *one* is more exclusive in its application, and emphatically narrows down our implicit belief to *only one* book. 3d. *A* is often the *first syllable* infants utter, whereas *one* is seldom or never uttered first by infants. 4th. *A* is used as the first letter of the Alphabet, and is consequently a *noun*. 5th. *A* is not used before words beginning with a vowel or a vowel sound. 6th. *A* is used before a participial or a participial noun, and means the same as *at* or *on*, as, go *a* hunting, come *a* begging. 7th. *A* is often prefixed to nouns, and means the same as *in*, as, *abed*, *in bed*, *asleep*, *in sleep*. 8th. *A* may mean the same as *on*, as, *aboard*, *on board*, *afire*, *on fire*. 9th. *A* may mean the same as *at*, as, *afar*, *at a distance*, *aside*, *at a side*. 10th. *A* may mean the same as *to*, as, *ahead*, *to the head*, *astern*, *to the stern*. 11th. *A* may mean the same as *from*, as, *avert*, to turn from. 12th. *A* may mean the same as *without*, as *atheist*, *one without God*, *onymous*, *without a name*. 13th. *A* may be used before oneness, as, *a oneness*. 14th. *A* is the first of the seven Dominical letters, (a Dominical letter is the letter which, in the almanacs, denotes the Sabbath, or *dis Domini*, the Lord's day; the first seven letters of the Alphabet are used for this purpose.) 15th. *A* is also used for *Anno*, as, *A. D.*, *Anno Domini*, in the year of our Lord, *A. M.*, *Anno Mundi*, in the year of the world. 16th. *A* is used for *ante*, as, *A. M.*, *Ante Meridiem*, before noon. 17th. *A* is used for *Arts*, as, *M. A.*, *Master of Arts*. 18th. *A* is used in algebra to represent known quantities. 19th. *A* may be a noun, as *Italic a*. 20th. *A* has also a technical meaning in Music—21st. Chemistry—22d. Pharmacy—23d. Commerce—24th. Logic—25th. Geometry. 26th. *A* is never used as a substitute for a noun, whereas *one* is, as, *one* is at a loss to assign a reason for such conduct. 27th. *A* is prefixed to few and many, &c., &c. *One* has also many different meanings, as, *one's* self, *all one*, *one another*, the great *ones* of the world, &c., &c.

21. Animated nature.
22. The propensities peculiar to each specific class are to herd and flock together.
23. Man in particular; fish are also gregarious.
24. In addition to the instincts enjoyed in common with all animated nature, *speech* and *reason* are his peculiar characteristics and elevate him far above them all.
25. *Forest* is the generic term, which includes all districts of that kind.
26. It is a pronoun, representing the word *history*.
27. See Genesis, chap. xxxii. verse 28.
28. Several; *History*—the story of our wrongs.

- Tale*—the story of Sinbad the sailor. *Falsehood*—reprimanded for telling a story. *Tier*—another story was added to the house, &c.
29. History.
  30. Relating to dates or time.
  31. Chronological difficulties.
  32. Contained in the first five books of the Old Testament.
  33. It occurred A. M. 1656. It had been threatened by the Almighty, as a punishment for the incorrigible corruption of the human race. It was produced by a constant rain of forty successive days; in addition to the rain, it is supposed by many learned men that other causes must also have contributed to the great rise of water, and among the numerous conjectures, is the opinion that the waters were augmented by a volcanic eruption under the bed of the ocean. So great was the efflux of water, that one hundred and fifty days were occupied in returning it to its natural channels, and drying the earth. All the human race, and all land animals were destroyed by it, except the few of each species retained with Noah and his family, in the ark built by him at the command of God for their preservation. See Genesis, chapters 6th, 7th and 8th.
  34. Not any, inasmuch as printing was not invented till 1436.
  35. By writing or engraving; some have conjectured that it was written or painted on parchment in hieroglyphics.
  36. The facilities were limited, the materials were scarce, the labor great; and Moses saw fit to record nothing except that dictated by inspiration.
  37. In the control exercised by a parent over his family.
  38. As parental control continued after the families increased, the younger members of the families would naturally reverence the authority they had been taught to obey when young; the original jurisdiction of many eastern monarchs very much resembled that of a parent. Kings were frequently called the fathers of their subjects.
  39. Adam.
  40. Deprived of natural ease and happiness by his disobedience of a known law, he was expelled from a state of primeval beatitude, and had the grief and mortification to see his posterity imitate his example of insubordination and declension in virtue, until licentiousness, murder, and other crimes, had "filled the earth" with corruption and blood. Indeed, he was contemporary with those whose lives became so depraved that the Almighty determined to annihilate most of the race of which Adam was the progenitor and the original corrupter—an impressive lesson to us, as he is not known to have committed another error.
  41. Persons.
  42. *Pleasing*, adjective. *Neglected*, verb. *Conclude*, verb. *Fatherly*, adj., &c.
  43. Persons differ in this respect.—Nouns and verbs are generally considered easiest.
  44. Oldest direct forefather, Adam.
  45. He probably excelled them all.
  46. In many. In *protection*, in *defence*, in *restraint*, in *instruction*, in *sympathy*, &c.
  47. Among political rulers, Moses; among statesmen, Washington.
  48. Jesus Christ.
  49. *Envy*. The root is more frequently used in a bad sense. *Enviably* may be used in a despicable application, as envy is man's meanest attribute, or a good one, as Washington's fame is to be envied.
  50. The original root of sacred may be either to bless or curse.
  51. To *acquire* signifies to gain by exertion, which presupposes a desire. To *receive* may exclude our volition. A criminal may *receive* punishment from the law for turpitude which he *acquired* by guilty indulgence.
  52. Fathers exercised an absolute sway over their families.
  53. Fathers exercised an absolute sway over their families, and considered it lawful to deprive even their children of life.
  54. The whole of the 11th section.
  55. The destruction of children by their parents under various pretences and circumstances.
  56. Peculiarities.—*Atonement*, the resurrection, *absolution*, &c. Advantages.—*Diffusion of the gospel*, *simplicity of precepts*, &c. Blessings.—*Freedom of salvation*, its requirement of peace, &c.
  57. That of China.
  58. About twelve times larger.
  59. Probably Great Britain or the United States.
  60. In civil privileges, the United States.
  61. China is famous for its numerous and valuable products, among which *tea*, *rice* and *silk* are the most important. Among its works of art are its numerous *canals*, the *porcelain tower*, the *great wall*, and the *walls* of its numerous cities. With its literature we are little acquainted, but learning is held in high repute, and is the principal passport to dignified stations in the government; it is confined to their own language, which consists of about eighty thousand arbitrary characters, written and read in perpendicular columns. Their mode of education consists rather in *training* than *instructing*.
  62. It is more absolute over a population variously estimated at from two to three hundred millions.
  63. The United States.
  64. It embraces more civil and religious freedom, and has greater scope for enterprise.
  65. Liberty of conscience and the light of Christianity.

## LESSON. X.

1. As synonymous with the present term, Christianity, the *religion of Christs*; and *Christianity* was then used in the present sense of Christendom.
2. The former may be more rigid and less tender, while the latter is preparatory to the former, to which, at a certain age, it transfers its subjects.
3. No particular day in preference to another can be universally eligible. Children stand to their parents, in some measure, in the relation of apprentices: their services being a recompense for their support during childhood. As a general average rule, at their twenty-first year this obligation may be considered liquidated; and at this age their judgment and characters are measurably matured, and they become fit subjects of national government: this period has, therefore, been generally adopted for uniformity.
4. That which deprives the subject of life.
5. Prevention of crime and the amendment of the offender.
6. Rewards have been attempted.



7. The certainty of the punishment should secure society from future aggressions.
8. Want of the test of experience in fabricating them, and also deviation from the Divine law.
9. Undoubtedly; it detects errors and suggests improvements.
10. They were very crude and imperfect. The *laws* have been rendered less sanguinary, the *arts* have increased in number and facility, and the *sciences* have expanded not only in number but in perfection.
11. Uncontrolled authority exercised with rigour.
12. Only among ignorant persons and slaves.
13. Under despotic sway and consequent want of proper order and government.
14. A universal and destructive inundation.
15. Because human capacity can perceive no limits to the universe.
16. It is entirely too vast for description or conception.
17. They are equally undefinable—all infinite or incomprehensible.
18. Profound humility, and the necessity of implicit reliance on Divine revelation.
19. They afford no comparison whatever, and are as nothing.
20. It is fairly to be presumed.
21. The great length of life of the antediluvians, which exceeded the present average about twenty times, so that a son or daughter and a parent of the twentieth degree were often cotemporary. It is easy to see, that if all who have died within nine hundred years were now alive, the present population of the earth would sink into utter insignificance compared with what would then exist.
- Because that article would then precede a consignant.
22. I am delighted with its variety and novelty.
23. I begin to perceive it is vastly so.
24. Those of my present age. Perhaps some of the members of this school.
25. Constantly entertain a deep, full and admitted acknowledgement of my various responsibilities and my duties to my constituents, myself and my country, and a continual and unwavering sense of my amenability to our common Creator.
26. My fame must descend *tarnished*, if not execrable;—I must appear before the *Bar of God* to receive retribution.
27. At the tribunal of heaven, to submit our earthly career.
28. It should make them cautious and prudent to preserve their innocence and establish habits of virtue, which will incalculably influence their future course.
29. It should induce a thorough review of the past, the correction of its errors, and a uniform course of virtue.
30. Five thousand eight hundred and fifty-two (5852) years (in the year 1848).
31. It is variously estimated from 800,000,000 to 1,000,000,000.
32. Into various nations or political subdivisions and tribes.
33. It has generally been hostile to each other and frequently destructive.
34. Quite the contrary. These are associated for their mutual benefit.
35. *Denote*—to mark out specifically. *Signify*—to imply by any other means. A number is *denoted* by a figure which *signifies* the quantity expressed.
36. *Separate*—asunder, not mixed. *Distinct*—bounded by limits or character. A com-
- pound may contain several *distinct* properties, but not *separate* unless analyzed.
37. *Various*—different. *Several*—divided asunder. An apple may be divided into *several* pieces but not *various* because all alike.
38. *Different*—separate. *Dissimilar*—unlike. Though our friends are *different* persons they may not be *dissimilar*, because they resemble each other.
39. One hundred and two (102) years.—The time of *commencing* the tower might not have been exactly simultaneous with the time of occupying its site.
40. Genesis IX., 1.
41. The son of Cush, and great-grandson of Noah—Being fond of the chase, his hunting expeditions had probably led to the discovery of the beautiful plain of "Shinar," and his ambition and influence to its colonization.
42. His great age, and especially his domestic pursuits, were unfavorable to roving ambition; furthermore, it is reasonable to suppose that Noah, with all pious persons then living, would not be concerned in any dereliction of duty.
43. Because we are expressly informed elsewhere of the national location of other tribes or hordes.
44. In the valleys of the Euphrates and Tigris, now embraced in the kingdoms of Persia and Turkey.
45. *Disunited*—distracted by factions. *Divided*—separated. A community may be very *disunited* before it submits to be *divided*.
46. Other reasons are expressly assigned for its erection; and as the deluge had covered the tops of the *highest mountains*, they could not have erected anything of sufficient height and strength to protect them from another inundation; and had their folly led them to attempt it, they would have laid the foundation of the tower upon the summit of Ararat, and not in the midst of the "Plain" in Shinar.
47. No doubt its principal object was to establish a fame. Other intentions may also have been entertained—as a rallying point, defence, presumption and pride, if not idolatry.
48. Babel.
49. Confusion, unintelligibility.
50. The vanity of wishing to have but one nation and one ruler.
51. He signally defeated it.
52. It increases such power.
53. It generally decreases it.
54. Several. An entertainer—our *host* gives luxurious banquets. Residents of paradise—"I he heavenly *hosts* praise him." People—Christ went in front of the *host*. Tavern-keeper—the *host* furnished him lodging. *Mass*—The priest celebrates the *host*, &c.
55. Yes. "The innkeeper says of the traveller, he has a good *host*, and the traveller says of his landlord, he has a kind *host*."
56. The United States.
57. France at its revolution.
58. It has slid into either anarchy or despotism.
59. Some have thought that it implied merely the confusion of speech attending a violent quarrel about the right of directing the work or plan of the tower &c..
60. Before that time we hear of but one language, whereas ever since there have been many, and at present over three thousand dialects are spoken.
61. One thousand seven hundred and fifty-

- seven (1757) years; but various authors have estimated it differently, thus:—Septuagint version, A. M. 758. Samaritan text, 1006. English Bible, 1656. Hebrew text, 1716. Josephus, 858. Vulgar Jewish computation, 1900. Hales, 849. Usher, 1656. Calnet, 1600.
62. Geographical divisions naturally insurmountable; as impassable mountains, broad oceans, &c.
  63. They appear to indicate that there should be numerous nations, and separate governments.
  64. The natural distance from the seat of government occasioning difficulty and delay of legislative and executive intercourse with the remote extremities opposes conclusive objections; moreover, the more extensive the region and people governed, the more exalted the ruler; and it appears evident that the Lord designs that homage should not be paid to any mortal man, inasmuch as those of the greatest power on earth have had their plans most signally frustrated. Nebuchadnezzar, Alexander, Caesar, and Napoleon, who attained at one time the highest pinnacle of earthly fame, were most signally abased, and closed their earthly career in the most humiliating and abject condition.
  65. They have failed from the want of virtue and intelligence among the people.
  66. It is undoubtedly the purest; but comparing the influence of Rome on the world of her day, with our own influence on the world of the present day, the United States is not the most powerful, but is far inferior.
  67. The enjoyment of morality and religion under a good government.

## LESSON XI.

1. To promote the permanent happiness and prosperity of its subjects.
2. By concentrating the opinions founded on the local information and intelligence of all the members of the nation, the truth, propriety and equity of the subject under discussion are elicited, and correct deductions and decisions may result.
3. Under Christian governments where the people elect their rulers, and hold them responsible for the abuse of power.
4. Undoubtedly there were persons of physical strength and mechanical ability.
5. Nimrod, their leader, in particular.
6. He should possess vigor, intelligence, and virtue.
7. Undeviating piety.
8. It is obtainable by all.
9. Such as were distinguished for valor or other public services.
10. Nimrod.
11. Moses, in sacred history, informs us that Nimrod was a mighty hunter, and became a mighty one in the earth.
12. That written in conformity to the inspiration of God and contained in the holy Scriptures:
13. Because the *a*'s then precede vowels.
14. They were generally arbitrary and vindictive.
15. As is usually the effect of such laws, they hardened the people and rendered them refractory.
16. They produced sectional hostility between them.
17. They rendered them luxurious, effeminate, and corrupt.
18. Generally; and the people especially ape their venality and vices.
19. They most assuredly do, for the reason last given.
20. They are apt to imitate their rulers, though they cordially despise them.
21. Their virtuous example would be likely to ameliorate and purify the propensities of the people and win them to virtue.
22. Pious rulers would be one great preventive of degeneracy.
23. Never; eventually, either here or hereafter, punishment is certain.
24. It is undoubtedly the height of folly.
25. It is peculiarly the mark of littleness and meanness.
26. Matthew, v. 48, "Be ye therefore perfect, even as your Father which is in heaven is perfect."
27. The latter.
28. The latter.
29. A record of past events.
30. Herodotus.
31. History not dictated and sanctioned by Divine revelation.
32. Very little is known with certainty of the early history of this empire, from its establishment by Nimrod (the *Belus* of profane history) until the joint reign of Ninus and Sennaramis, when it embraced the populous cities of Nineveh and Babylon, and was the most renowned and powerful empire of the world until during the reign of Belshazzar, when Cyrus, the Persian monarch, diverted the Euphrates from its channel and marched his army in the bed of the river, under the walls of Babylon, and captured the city and its emperor.
33. The luxury, voluptuousness and dissipation of its monarch.
34. Anarchy, succeeded by a corrupt government with all its grievous consequences until the election of Deioces.
35. The people had too little virtue and intelligence to govern themselves.
36. From the people by election; and sometimes by direct appointment from God.
37. A delegated Theocracy.
38. "They have rejected me that I should not reign over them," 1 Sam. viii. 7. 1 Sam. chap. x. 17, "And Samuel called the people together unto the Lord to Mizpah, 18, And said unto the children of Israel, Thus saith the Lord God of Israel, I brought up Israel out of Egypt, and delivered you out of the hand of the Egyptians, and out of the hand of all kingdoms, and of them that oppressed you: 19, And ye have this day rejected your God, who himself saved you out of all your adversities and your tribulations; and ye have said unto him, Nay, but set a king over us."
39. Theocracy, a government by God himself.
40. Patriarchal, a government by the father of a family or tribe.
41. Monarchical, accruing by the accumulation of families or tribes under an ambitious man.
42. Judicial excellence or military tact and valor.
43. The hereditary kings are universally far from it.
44. Comparatively few have loved or made literature their pursuit. Surrounded by luxury and flattery, they have relied on the virtues and talents of their ministers or cabinets, and neglected the Christian religion.
45. They were very limited.

46. Almost every city had its king.
47. It was originally divided into several States.
48. Sacred history proves the narrow bounds of ancient kingdoms; Joshua defeated thirty-one kings, and Adonibeseck seventy kings. See Judges, chap. i., verse 7.
49. They have generally ceased to be so, and become hereditary.
50. The ambition of monarchs to transmit their power and fame to posterity has prevailed; and modern kingdoms are governed by hereditary sovereigns and their nobility.
51. Africa, part of Asia, and the aboriginal possessions of America.
52. The universal belief of all mankind from the earliest ages, and the immensity of the universe; it can also be directly proved by analogy, for as hunger and thirst presuppose the existence of food and drink, so also the all-pervading desire for immortality establishes an eternity of being for the spirit.
53. Natural affection and ambition are its cause and foundation.
54. The quiet of society and the prevention of contention render it desirable; and the law of inheritance serves to keep harmony and peace in families after the death of their head members, and protects alike the defenceless and the powerful, operates as an incentive for all to use proper industry and economy, in order to assist those that are bound to them by the tenderest ties.
55. All political power and office are the natural and inalienable rights of the people, and all rulers are only temporarily employed by them.
56. It has degenerated into hereditary despotism and tyranny.
57. The same; but modified in its aspect by external circumstances.
58. Under all the restraints of civilization and refinement, men have often exhibited much weakness and vanity.
59. There is; they may sometimes abuse it; but the limited time for which it is delegated to them prevents serious and irreparable evils before it reverts to the people.
60. It is the natural result of power delegated to imperfect men, and daily experience confirms the hypothesis.
61. The compact is dissolved.
62. The rulers; the people are the employers and masters.
63. They should receive adequate punishment.
64. Being unable to peruse the official proceedings of their agents, they can form no just comparison of their acts, or decision about their propriety.
65. It has made them arrogant, overbearing, luxurious and inhuman.
66. It has rendered them servile, obstinate, rebellious and degraded, and therefore miserable.
67. The want of integrity and piety.
68. Wars have generally been originated by the influence of ambitious rulers; and when we consider that *two hundred thousand* lives have been sacrificed in a single battle of a single war, and multiply the result of loss and misery occasioned in a battle by the number of battles in one war, and that product by the number of wars, the legions of victims overpower our comprehension, and humanity bleeds and sickens at the spectacle.
69. The *unavoidable* expenses of a war are enormous. Uncounted sums were ex-

pendent in the wars of Napoleon; and it was in battling him that England incurred most of her present enormous national debt, which oppresses her people beyond endurance, and shakes the foundation of her government.

70. The whole world might have been Christianized, and the blessings of education universally disseminated.
71. Such a supposition is contrary to his well-known attributes; yet in the completion of his grand designs he permits the unholy passions of men to subserve his overruling plan for effecting his inscrutable purposes.
72. By commanding us, (which may be construed nationally as well as personally,) "To do unto others as we would they should do unto us;" he has prohibited the indulgence of discord and strife, and thus virtually interdicted them and their effects.
73. As men become intelligent, and discern the wickedness of war, they will cease to suffer themselves to be led to slaughter to promote the aggrandizement of a few men.
74. Among many other texts, we have the following: Isaiah, ii., 4. And he shall judge among the nations, and shall rebuke many people; and they shall beat their swords into plough-shares, and their spears into pruning-hooks; nation shall not lift up sword against nation, neither shall they learn war any more.

## LESSON XII.

1. The following order is probably correct: 1st. The institution of marriage. 2d. The punishment of crime. 3d. The recognition of the right of property.
2. These usages have generally retained their substance, but varied essentially in their details.
3. Marriage is generally recognized, but in some countries polygamy is allowed—various acts allowed in one country, are in another punished as crimes. The *meum* and *tuum* generally sanctioned is, in some places, exchanged for a community of property, &c.
4. Undoubtedly.
5. We are informed by holy writ, that he instituted them and commanded their observance. See Genesis, i., 26—28, and ii., 18—25. The sin of murder had been committed in the very infancy of the world, by Cain, who was punished therefor by the Creator. Reasoning upon this known fact of the possibility of crime, the antediluvians would be led to invent corresponding penalties. Tillage being man's primitive occupation, each would probably become attached to the soil and the rude instruments he had with much labor formed, to cultivate it. Lands would then be equitably divided by general consent, and the right of every one to his implements and the ground he tilled, acknowledged and respected.
6. In ancient times, Xerxes; in modern, Napoleon.
7. No; they were very severe.
8. The severity of the laws of Moses, which were mild compared with those of antiquity, and of Gentile nations of the same time.
9. The seventh day of the week, devoted to rest and consecrated for the worship of the Lord.
10. At the close of the work of creation.
11. As the sabbath was expressly instituted



- for rest and religious worship, our pursuits should be religiously devoted to that end.
12. Physical relaxation is absolutely necessary to the perfection of our bodily health, and a necessary prerequisite for those religious exercises preparatory to that eternal sabbath to which they tend.
  13. Several powerful nations have renounced the Christian religion, profaning the sabbath, but they have invariably met with a signal overthrow.
  14. The progress of civilization has increased their number and ameliorated their rigor.
  15. The refinements of civilized life, and especially the influence of Christianity, have measurably extinguished the ferocity of savage life, and subjected men's passions to reason.
  16. Though in many minor details they are not adapted to the present state of improvement, yet their fundamental principles rest on the immutable basis of justice, and must be revered and copied by the advocates of the rights of man in all coming time.
  17. In the Pentateuch, or first five books of the Old Testament.
  18. They are based upon them, varying, of course, in conformity to circumstances of time, place, character and pursuits.
  19. Our legislatures aim to imitate them, and our judiciary consider laws nugatory which clash with the Divine law.
  20. Because they were dictated by Divine inspiration.
  21. This is one of the exceptions to the rule that *in* before adjectives means *not*; *in* is sometimes of Saxon or Greek origin; in both cases it has an augmentative meaning—the Latin *in*, which is the original word for *in*, occasionally retains its primitive augmentative meaning, but in those cases *in* is always inseparable, i. e., the adjective of which *in* is a prefix is never used without its prefix *in* in English, but in Latin *in*, *minuo* and *porco*, are used separately; it often happens that the prefixes which are inseparable in English are separable in the languages from which they are derived; *in*, in the 2d line, means weighty, and has an augmentative meaning. The man was in imminent danger, is another instance where *in* forms a part of the adjective, yet it has not a negative meaning. In both of the latter examples, *in* is of Latin origin. *In* is only one of the many instances in which words, in their modern usage, have a meaning either very different or even directly contrary to their original signification.
  22. Condition or state of being; as *society*, *condition* of many in a community.
  23. *In*, a prefix. *Ty*, an affix.
  24. *Prefix*, placed before. *Affix*, added at the end.
  25. *State of being* notorious.
  26. *State of being* valid.
  27. The prefixes and affixes are not uniform in their meaning.
  28. It has not.
  29. It is not.
  30. It is a constituent part of the primary word or root.
  31. Usually before original roots; some words, however, contain two or more prefixes and affixes, as *con-sub-stanti-ality*.
  32. *Notoriety* 2—*knowledge* and *exposure*. The *notoriety* of the position that 2+2=4. His valor has become a matter of *notoriety*.
- Validity* 2—*certainly* and *true*. The *validity* of the story is admitted. The step was of doubtful *validity*. *Forms* 5—*shapes*, *beauty*, *rites*, *benches*, *makes*, &c. The particles of matter exhibit various *forms*. Ladies present different *forms*. The *forms* of the episcopal church. The pupils sit on *forms*. Evaporation of sea-water *forms* salt. *Drawing*, many—*hauling*, *enlaving*, *gaining*, *limning*, &c. Elephants are seen *drawing* timber. Amusements are *drawing* youth from virtue. He succeeded in *drawing* profit by the enterprise. The scholar learns *drawing*, &c. *Sacredness* 2—*holiness* and *inviolability*. They worship with great *sacredness*. His promise is of positive *sacredness*. *Engagements* 3—*contracts*, *employments*, *conflicts*, &c. His *engagements* may be relied on. Our *engagements* occupy our entire attention. They were *vicarious* in several *engagements*. *Deeds*, several—*title-papers*, *acts*, &c. The *deeds* are recorded. We shall be judged by our *deeds*.
33. From the Latin word *sacer*.
  34. Its original root may mean either to bless or to curse.
  35. Webster's unabridged Dictionary of 1848, also Richardson's Dictionary, sanction both meanings; in the term *sacred majesty*, as applied to kings, it seems to be blasphemy. *Sacre* was formerly used in the same way we now use *consecrate*. The general usage of modern writers sanctions the application of *sacred* to holy purposes, and *consecrate* may have either a holy or an unholy signification.
  36. With or together.
  37. A prefix.
  38. Because *put* before the primitive word or root.
  39. See Lesson V., Question 4, page 3 of the Appendix.
  40. *Convey*, to carry with. *Consume*, to burn together. *Convoke*, to call together, &c.
  41. Evidences of contracts for transferring property.
  42. Transfers effected by word of mouth only, without writing often accompanied by certain ceremonies, intended to make an indelible impression on the witnesses; as, for the grantor to pluck off his shoe and give it to the grantee; or the delivery of a clod as the symbol of the estate, &c.
  43. By a written contract between the parties, which is delivered in presence of witnesses, as the symbol of the property conveyed, and acknowledged to be such in the presence of a legally-constituted officer.
  44. *Necessary*, naturally obligatory; *requisite*, made obligatory by statute. A sabbath is *necessary* to man, but the fourth article of the decalogue has made the observance of the seventh day requisite for that purpose.
  45. Entrances through the city wall.
  46. Because our cities are not enclosed by surrounding walls.
  47. Many of the considerable cities of the eastern continent have either fortifications or gates, as Paris, Peking, &c., and some on our own continent, as Mexico, Quebec, &c.
  48. Yet.
  49. *Though* implies an admitted position, *vel*, its consequence. It is thence called its corresponding or correlative conjunction. It means *on* or *upon*, as the first dwellers *on* or *upon* the earth.
  51. When *in* is the prefix of an adjective, it usually has a privative or negative meaning, but when *in* is the prefix of a verb or

a word derived from a verb, it usually has an augmentative meaning; the word *inhabitants*, in the 45th line, is derived from the Latin verb *inhabito*, consequently *in* has an augmentative meaning.

52. By oral reiteration, by pillars erected and sometimes engraved with hieroglyphics, inventing significant names, &c.

53. The Jewish exodus from Egypt, Homer's *Iliad*, &c.

54. Ancient rulers generally concentrated in themselves all the functions of government; modern improvement, especially among the most enlightened nations, have separated ecclesiastical from civil rule and distributed the latter into several departments, legislative, judicial and executive, and assigned the duties of each department to separate functionaries.

55. Writing.

56. *Together*, to bring together. See Lesson V., Question 4.

57. *Verse*, the metrical rhyming of sounds; *Poetry*, lofty sentiments metrically written: thus verse—

"You have one book, I have two,  
Mine are old, yours is new."

Poetry—

"Around thee shall glisten the loveliest amber  
That ever the sorrowing seabird hath wept."

58. *Over or down*. *Transmitted*—sent or passed over or down to posterity, &c.

59. *Across*—*Trans-Atlantic*, across the Atlantic. *Through*—*transfuse*, to mix throughout. *To cross*—*transgress*, to go contrary to, &c.

60. Their resort to other modes of commemorating events is the best evidence of it.

61. Moses, in writing the Pentateuch.

62. The former is a judicial officer in temporal affairs; the latter an executive or mediatorial officer of ecclesiastical jurisdiction.

63. *In* is the prefix of a verb and consequently *ly* has an augmentative meaning.

64. *Infallible*, not fallible; our Creator is an infallible judge of all our actions. *Indefinite*, not definite. *Infinite*, without limit. Space may be indefinite yet not infinite.

65. Augmentative meaning.

66. Augmentative.

67. The Teacher *illustrates* and *incites* in all the pupils a desire to improve.

68. They usually have a privative or negative signification.

69. There are only a few exceptions to this as well as to rules in general.

70. Immorality often results from inattentive habits; ignorant, irreligious, neglectful and dissipated people complain most of illegal proceedings.

71. Those of both ecclesiastical and civil government, and in the latter all its functions, legislative, judicial and executive.

72. In general he is not, especially as each requires the highest moral and intellectual endowments in communities of considerable extent.

73. Moral and other important qualifications are indispensable in all of them.

74. Wise men of the greatest probity of character; generally the priests.

75. Frankly the allotting and securing to each man a certain portion of land.

76. Progressive movement, or advance.

77. The word is of different origin, in which it means *stead*. It was formerly written *stead*, but was changed to *step* for euphony.

78. *Movement*—this was an important *step*.

*Short distance*—it is but a *step*. *Gait*—his *step* is firm. *To advance*—they *step* briskly. *In place of*—she is my *stepmother*, &c.

79. In common; no one having claim or the means of obtaining a permanent title to any particular part.

80. Chiefly by hunting, fishing and using spontaneous productions.

81. The laws of which experience has suggested the necessity, and to which they are all supposed to assent, among which are the metes and boundaries of their several estates.

82. To promote peace and harmony in society, that the possessions of each may be universally known and observed, and every one claim indisputable enjoyment of his exclusive patrimony.

83. The matured produce separated from the soil gave rise to personal property, which required other and different rules for its regulation.

84. As all derive their sustenance, either directly or indirectly, from the earth, it is evident that a majority in all extensive countries must devote their time to agriculture; and reason and revelation alike show the necessity of zealous exertion for the accomplishment of vital objects. The desire for the possession and enjoyment of property presents the strongest stimulant in human society for exertion and unwearied labor; hence, the greatest good to the greatest numbers always results from the most desirable and permanent of all property being open for competition and the possession of those who, by exemplary sobriety and industry, merit their enjoyment.

85. 1st. Oppression generally results from an extravagant lauded aristocracy. 2d. Inability to procure or possess permanent property engenders supineness, indolence and depravity, and thus society is demoralized. 3d. The undue proportion of power possessed by the proprietaries induces despotic rule over the populace, and resistance, factions and tumults, degradation, famine, and its natural attendant, pestilence, are the consequence.

86. To denote, by prominent land-marks, the precise limits of their estates.

87. From removing or obliterating those land-marks.

88. Usually by tracing the exact course of their lines with a compass, and measuring their distances by a chain, pole, paces, &c.

89. By accurate re-measurement, by surveyors, the precise angles can be found.

90. The Egyptians, on account of their land-marks being annually lost by the overflowing of the Nile.

91. A hyphen.

92. Frequently: as when you wish to unite compound words, and particularly to unite the last syllable of a line (for want of room) to the remaining syllable of the same word in the next line.

93. The sense in a great measure depends on them; and a distinct articulation frequently requires it.

94. *Book* and *case* are two distinct articles; yet if we unite their names by a hyphen, the compound word, *book-case*, is the name of an article distinctly different from either; so *ink-stand*, *turn-cap*, *butter-milk*, *turn-table*, *ringer-bread*, *water-nut*, *land-marks*, *turn-stile*.

95. Land-marks, or monumental stations in the angles of boundary lines.

96. That they were fictitious, and that the works attributed to Homer were in fact the production of several wandering songsters.
97. A famous Latin poet.
98. Tillage, or their industrious and permanent improvement.
99. Affection for their children as their own "flesh and blood," joined to ambition for the fame of its accumulation.
100. Necessity.
101. At death, the law of nature would permit the property of the deceased to revert to the common stock, the eagerness of those at hand to grasp it would occasion strife, and the quiet of society be disturbed; to prevent this disturbance, the law of inheritance was interposed.
102. *Peace*, exemption from external commotion; *tranquillity*, calmness of mind. So crates was *tranquil* in his chair, while Xanthippe very much disturbed the *peace* of the room.
103. The whole body of laws relating to the rights of property, real and personal.
104. *Need*, want. *Necessity*, want, indispensably pressing. We are frequently under the *necessity* of going without that of which we stand most in *need*.
105. *Invent*, to light upon something new! *Discover*, to find what before existed. Gutenberg *invented* the art of printing. Columbus *discovered* America.
106. *Permanent*, enduring. *Fixed*, firm, established. The President's salary is *fixed* but not *permanent*.
107. *Patrimony*, right or estate derived from one's ancestors. *Inheritance*, right or estate derived from *any* person.
108. *Devises*, bequests. *Wills*, the instruments by which legacies are bequeathed.
109. *Property*, as there used, and *ownership* are synonymous.
110. *Rights*, indisputable titles. *Claims*, privileges to which we are entitled by asking.
111. *Compose*, to put together. *Constitute*, authoritatively to sanction.
112. *Code* and *book of laws*, as used, synonymous.
113. A negative, equivalent to *not*.
114. The same.
115. Very incomplete.
116. Certainly not.
117. Unforeseen exigencies.
118. They have been changed from time to time to conform to the exigencies of civilization.
119. New pursuits, discoveries, inventions, improvements and the progress of civilization, and especially the introduction of the pacific institutions of Christianity.
120. Jesus Christ.
121. In the New Testament.
122. Injustice would cease, and with it all its penalties and their infliction; arrogance and haughtiness be succeeded by modesty and meekness; universal politeness would be practised; true practical devotion, with cheerfulness, supply the place of austere bigotry and gloomy sanctimoniousness; broils, sedition, and retaliation no more be indulged in; and "peace on earth and good will to men," pervading the world, the grand millennium would commence.

## LESSON XIII.

1. The generally-received account of all past events.
2. *Unerring*, undeviating. *Infallible*, exempt

from mistake. A uniform course may be *unerring*, though directed to a *fallible* issue.

3. Extensive communities; as states, nations, &c.
4. A noun.
5. Of the plural number.
6. See Lesson V., Question 4, pages 3d and 4th of the Appendix.
7. By changing *y* into *ies*.
8. Commonwealths.
9. An important proportion, literally half.
10. Always, when used as a distinct prefix.
11. Because that is its uniform character in all standard authorities.
12. *Semi-circle*, half a circle. *Semi-quaver*, half a quaver. *Semi-fluid*, proportionally fluid.
13. Before, previously.
14. Always.
15. *Pre-mise*, to put before. *Pre-conceive*, to believe before. *Pre-destinate*, previously to fix the destiny.
16. In its most extended application it pervades the universe.
17. It embraces every thing in animated nature.
18. The specification is more emphatic by distributing the meaning to each separate individual.
19. It is not only quite reasonable, but necessary to the object of the institution.
20. The former; the latter generally results in *injury* rather than benefit.
21. Certainly; at least by personal acquiescence.
22. Perfection in social virtue might effect that desideratum.
23. All history proves the imperfection of human nature and its proneness to evil.
24. The restraints of law.
25. That man is formed for society, and that he must live in society to answer the end for which he was created.
26. *Disposed*, adapted. *Inclined*, bent towards. A man may therefore be *disposed* to happiness though not *inclined* to the course resulting in it. *Strictly*, nicely exact. *Rigorously*, severely exact. We may be *strict* without *rigor*. *Due* and *right*, synonymously used as *just claim*. *Need*, absolute lack. *Want*, desire. One may *need* punishment and not *want* it. *History*, an authentic and dignified narrative. *Account*, a simple narrative. *Periods*, divisions of time. *Ages*, the lives of men within those periods. *Weakness*, want of physical or moral strength. *Infirmity*, inefficiency arising from disease or malformation.
27. For its comprehensiveness; *man* being the generic term for the human species.
28. That man, in embracing social privileges, relinquished a portion of his natural rights.
29. It is not.
30. Inasmuch as man was formed for society by his Creator, the laws of nature were made in accordance with that design by Jehovah, and man never did and never can possess any rights independent of his Creator.
31. Several: *condition*—the horse is in good *case*. *Sheath*—the scissors are in their *case*. *Contingence*—circumstances alter the *case*, grammatical inflection of nouns, &c.
32. Not in every point of equality.
33. They are born of unequal *size*, *weight*, *color*, *form*, *robust*, *sickly*, &c., &c.
34. That they have equal claims to the protection of society, and equal privilege of



- volition and action within the restraints necessarily instituted for mutual protection.
35. The natural rights belonging to others—and the axiom that no one has a right to seize the fruits of another's labor, or appropriate to his own use all that comes within his grasp.
  36. The chords which unite society would be severed, and revolt and insurrection weakened if not destroy our compact.
  37. A subjection to the laws that mutually protect his rights.
  38. The state or community of which one is a member.
  39. They may, under peculiar circumstances or conditions.
  40. The Divine laws.
  41. The weak would be liable to oppression from the strong, and both from lawless combinations.
  42. None; those nations have attained the most renown who have regarded most the Divine law or its cardinal principles.
  43. Undoubtedly; the sources of many of our blessings elude not only careless observation, but frequently the closest scrutiny.
  44. No.
  45. The operation of laws is *restraint*, and most of our laws were enacted before we had any participation in them.
  46. Many of them from time immemorial, and others from the organization of the nation.
  47. The carelessness of their representatives often sacrifices their voice.
  48. *People*—the whole body of the population, embracing all ages and both sexes. *Citizens*—those freemen entitled to suffrage. *Governed and ruled*, synonymous. *Laws*—rules of government. *Statutes*—written enactments. *Enacted*—established by public decree. *Made*—formed in any manner.
  49. *Synonyms*—evident and plain, governed and ruled, lives and existence. *Definitions*—remarked, depend on, framing, confederacy, operation, citizens, made.
  50. The expression means the largest possible number; 291 members allows Wisconsin 3 representatives. Congress, in its legislative capacity, includes the President of the United States, and also the Vice-President, who is ex-officio president of the senate.
  51. There are 30 States, each State sends two senators,  $30 \times 2 = 60$  senators; subtract 60 from 291 = 231 members in the house of representatives.
  52. No, each State is entitled to but two senators.
  53. Certainly; equal to the whole number of members, minus double the number of States.
  54. One hundred and sixteen.
  55. Thirty-one.
  56. Fifty-eight.
  57. Sixteen.
  58. The house of representatives must have a speaker, which leaves 115 members who vote; and 153 is a sufficient number to pass a bill. The speaker gives the casting vote when there is a tie.
  59. Such a contingency might occur.
  60. They should be faithful, conscientious, and punctual in their attendance.
  61. Unquestionably the former.
  62. The veto of the President.
  63. Every bill, after it passes both houses of congress, is presented to the President; if he signs the bill it becomes a law, but if he does not approve of the measure, he writes the word veto on the back of the bill, which prevents it from being a law.
  64. To the house whence it originated.
  65. When a bill, after it has been vetoed by the President, is re-considered by both houses and passed by a majority of two-thirds of each house, it then becomes a law, notwithstanding the President's veto.
  66. In case of there being but a bare quorum in the senate, a bill might pass unanimously the house—by receiving a negative vote of eleven senators it would, with the President's veto, be defeated.
  67. For wise purposes (which will hereafter be explained) the framers of the constitution allowed the smallest State to have a representation in the senate equal to the largest State.
  68. Because all the United States senators are elected, not by the people directly, but by the legislatures of their respective States, and the constituents of the members of legislature of the largest State would be more than two times greater than the collected constituents of the members of the six smallest States in the Union.
  69. The United States senators are always elected by the State legislatures for the term of six years (unless otherwise stipulated, as in case of filling a vacancy occasioned by death, &c.) The representatives in congress are chosen directly by the people, usually for two years.
  70. Seldom, if ever.
  71. There are many different opinions even on the most important subjects, and one of the excellent traits of the constitution is the freedom in the expression of sentiments.
  72. Congress, like all other human tribunals, is liable to err, and consequently to pass evil laws; but if the people are intelligent they have the power eventually of rectifying the error.
  73. Because laws are often passed by one congress and repealed by another.
  74. The wisest and the best men.
  75. Generally speaking, they are the worst; and the history of the Roman republic exhibits in a striking manner the danger of employing feasting legislators.
  76. Many; Caesar was among the most prominent—he feasted the people of Rome with the most sumptuous luxuries for forty successive days, at 22,000 tables. The theatres were thrown open; games and festivals were exhibited gratis to the people, but, like the stalled ox, they were feasted solely for the benefit of the power that supplied them; for, in return, the people of Rome, in their ecstasy, yielded their liberties. If, in the place of intoxicating liquor, the candidates seeking the votes of the people contribute in any manner to their real and permanent welfare, then philanthropy (and not selfish motives) may actuate the donor; but every one should have sufficient education to discriminate between objects for personal aggrandizement and disinterested benevolence.
  77. Undoubtedly there is much danger. The representatives of the nation, both at home and abroad, are usually considered among the most honorable and gifted of the country. Some of the greatest and the best of men have been legislators. The natural love of power and of office—the pecuniary emoluments, &c., offer inducements both to the good and the evil; and

- no nation can consider its liberties safe if a majority of the people are ignorant.
78. That no one has perfect liberty.
  79. With the utmost fidelity and patriotism.
  80. In the people.
  81. Power given by the people to one of their number, to act in their place, and to the best of his ability for their advantage.
  82. The word *deputize* is never used in England, but it is in common use in America. The English call this word, with some others that are used only in our country, Americanisms.
  83. It returns to its grantors at the expiration of a stipulated time.
  84. They have been the slaves of tyrants—preyed upon each other in a state of anarchy—and generally lived without the full enjoyment of the blessings of Christianity.
  85. Education in its most comprehensive sense.
  86. Because the Americans successfully resisted the most powerful monarchy of the world—that they formed a republican government granting perfect freedom in the enjoyment of civil and religious rights—and because thither the oppressed and trodden-down millions of Europe look for light and for freedom.
  87. That science which treats of the respective duties of those who make or administer the law, and those who are governed by it; and generally of all the privileges and immunities of citizens.
  88. An art is that which depends on practice or performance, and science that which depends on abstract or speculative principles. The theory of music is a science; the practice of it an art.
  89. States in which the exercise of the sovereign power is lodged in representatives elected by the people.
  90. Greece, in letters; Carthage, in commerce; and Rome, in arms.
  91. Because the fact is generally conceded that human nature is the same now that it always has been.
  92. Because the reasons that produced the ruin of other republics may, if not properly heeded, sever or overthrow our Union.
  93. To prevent their own subjects from desiring a republican government, and thereby retain their own hereditary power and property.
  94. The large number of people in the United States that can neither read nor write—the prevalence of Atheism, and consequently the want of moral or Christian principle, would also endanger our liberties.
  95. Their immediate personal interest undoubtedly leads them to wish for our dissolution and overthrow.
  96. As philanthropists, they are interested in the perpetuity of our institutions; but either not rightly understanding the true tendency of our republic, or not wishing to offend their sovereigns, they generally extol their own governments and disparage ours.
  97. We should always be tolerant; it is the nature of man to err; we may ourselves often be in the wrong, yet think we are right: our institutions allow to each entire freedom of opinion.
  98. The want of moral or Christian principle among rulers, and the ignorance of the mass of the people.
  99. By enormous taxes to support in magnificence hereditary sovereigns and nobles.
  100. Because all power is lodged with the people.
  - 101, 102, 103. (See the Biographical Tables in the latter part of the volume.)
  104. From the Latin, *palma*; it originally meant superiority, victory, or prosperity. The branches of the palma were formerly worn in token of victory. The palma was adopted as an emblem of victory, it is said, because the tree is so elastic as, when pressed, to rise and recover its correct position.
  105. Because it denotes Greece and Rome in the plenitude of their victorious career.
  106. Literary and moral or Christian efforts.
  107. A combination of people distinguished for firmness and solidity of union.
  108. Christian education imparted to every individual.
  109. To promote the happiness and prosperity of all.
  110. They are in theory, and they should be preeminently so in practice.
  111. That we not only praise our illustrious ancestors in words, but that we imitate them in actions, and exhibit the transcendent excellence of republican institutions.
  112. To imitate their wisdom, and aim to transmit in unaltered purity the incomparable institutions they founded.
  113. They should be purely republican in their character, and their tendency the dissemination of letters, political wisdom and Christianity.

## LESSON XIV.

1. *Disparity* signifies unfitness of objects to be by one another. *Inequality* signifies having no regularity. The *disparity* between David and Goliath was such as to render the success of the former more strikingly miraculous. The *inequality* in the conditions of men is not attended with a corresponding *inequality* in their happiness. For the signification of the prefixes, see Lesson V., Question 4th, page 3, Ap.
2. *Ignorant* is a comprehensive term: it includes want of knowledge to any degree, from the highest to the lowest. Ignorance is not always one's disgrace, since it is not always one's fault. *Illiterate* is less general in its application, but it is generally used as a term of reproach. The poor *ignorant* savage is an object of pity, but the *illiterate* quack is an object of contempt. For the signification of the prefixes, see Lesson V., Question 4th, page 3, Appendix.
3. It would tend to render the sense obscure, and *all* would then denote all the rich's. It is now used as a noun, and denotes all persons.
4. *Relinquish* means to give up that which we would gladly retain. *Quit* means to leave that to which we return no more. The widows and the orphans *quit* their houses and *relinquish* their property to the ruthless conquerors.
5. To renounce all claims of being his own judge, and of inflicting punishment upon others for real or supposed injuries.
6. *Precipitancy*, the want of knowledge or talent.
7. To force.
8. It is the substitute for a noun, and has a plural signification equivalent to *no persons*.
9. *Administer* is generally used in a good sense—*contribute*, either in a good or a bad sense. Thus: the good Samaritan *admin-*

- islered to the comfort of the man that had fallen among thieves. Authors sometimes *contribute* to the vices and foibles of mankind. For prefixes, see Lesson V., Question 4th, page 3, Appendix.
10. Many: 1st. *Space in progression*—as, Men are yet in the first *degree* of improvement; it should be their aim to attain the highest *degree*. 2d. *A step in dignity or rank*—as, It is supposed there are different *degrees* or orders of Angels. 3d. In *genealogy*—as, A relation in the second or third *degree*. 4th. *Extent*—We suffer an extreme *degree* of heat or cold. 5th. In *geometry*—A *degree* is one division of a circle, including a three-hundredth and sixtieth part of its circumference. 6th. In *algebra*—A *degree* is a term applied to equations. 7th. *Space on mathematical and other instruments*—The freezing point is usually marked on thermometers at 32 *degrees*. 8th. *Professional*—Physicians receive the *degree* of Doctor of Medicine. 9th. By *moderate advances*—Drinking spirituous liquor forms by *degrees* a confirmed habit of intemperance. 10th. *Literary*—The student, having finished the prescribed course of study, received the *degree* of Bachelor of Arts, &c.
  11. What is perpetual admits of *no termination*. Constant admits of *no change*. The Divine Law is a *perpetual* guide to happiness, it should be the *constant* endeavor of all to live in accordance with its precepts. See prefixes, page 3, Appendix.
  12. Communities.
  13. They contribute in the highest possible degree to man's present and future happiness—maintain authority without oppression—regulate private conduct, without invading the rights of individuals, or enacting any prescribed mode of worship.
  14. The Romans formerly used the term Law of Nations to denote the instituted or positive law common to all nations. *International Law* literally means, law between nations. The term *Law of Nations* like many other phrases now in use, differs essentially from its ancient meaning; it now denotes *International Law*, or law between nations. *Inter* signifies between. See Lesson V., Question 4th, page 3, Appendix.
  15. Though it is generally laid down by writers, that the Law of Nations is founded on customs, compacts, treaties, leagues, and agreements, yet these have uniformly been violated when nations have not been governed by a sense of religious duty. It may, therefore, be safely asserted that the only permanent and valid basis of the Law of Nations is *Christianity*.
  16. Simply a moral or religious relation, all being on an equality similar to that of individuals if all the courts of justice were abolished.
  17. See section 6.
  18. *Controversy* is applied to speculative points, and implies opposition—*dispute*, to matters of fact, and implies doubt. Though the authenticity of the Bible has been *disputed* by numbers in later times, yet few have had the hardihood to *convert* the justice and purity of its precepts.
  19. *Disregard* applies to warnings, words, and opinions;—*slight*, to persons. Young people cannot *slight* those to whom they owe personal attentions, without *disregarding* all that has been taught them of politeness.
  20. *As usage* relates to what has long been done, it is a stronger term than *custom*, which is used for what is generally done. The *customs* of the present century are more or less influenced by the *usages* of every preceding one.
  21. See section 7.
  22. *Famous* is indefinite and may be used in a good or bad sense;—*renowned* has always a good meaning. While George Washington is equally *renowned* for bravery and prudence, when commander-in-chief of the American army, and for wisdom and probity when President of the United States;—Benedict Arnold is *famous* alike for his daring valor in the beginning of the revolutionary struggle, and his after unsuccessful attempt to betray his country.
  23. The feelings of heart and head are involved in *regard*;—the intellect only is concerned in *respect*. Though subjects pay *respect* to their monarch, they rarely have much *regard* for him.
  24. Figuratively, as used here, *fruitful* means possessing abundantly, and *prolific* implies creative power. A *prolific* genius is much aided by a *fruitful* imagination.
  25. *Instruction* comprehends greater knowledge and higher station;—*teaching* only embodies superior knowledge. The school commissioners *instructed* the master to *teach* the children in the most plain and thorough manner.
  26. We use *conquered* for persons and things;—*vanquished*, for persons only. The latter is the s ronger term. As long as a people are unsubdued their country cannot be called *conquered*, though its armies are *vanquished*.
  27. Of the tyranny and peridy of Rome.
  28. The *illustrious* rises far above the *celebrated* in dignity, insuring regard and veneration. The name of the *celebrated* philanthropist Howard is rendered *illustrious* by his many Christian virtues.
  29. *Insidious* signifies addicted to vicious stratagems;—*treacherous* means disposed to betray;—*perfidious* denotes breach of faith, with the addition of hostility. He had pursued this *insidious* course for a long time, when, one day, I detected his *perfidy*, and charged him with it, but I did not know the full extent of his *treachery* for some months. (*The text has but two words.*)
  30. *Registered* applies to persons and things;—*recorded*, to things only. The former is used for domestic and civil transactions, the latter for public and political events. Those who *record* deeds, &c., *register* the titles of such ins monuments in separate books alphabetically, in order to facilitate the necessary examinations.
  31. See section 9.
  32. *Recent* is said of what has lately passed;—*modern*, of what has happened in the present age or day. The necessity of having modern languages the basis of study for modern times, was not ascertained until a comparatively *recent* day.
  33. *Peace*, though the more general term, is relative in its meaning, being an opposition to strife, and implying cessation from it;—*tranquility* is more absolute, and expresses a situation as it exists at present, independent of what has gone before or will come after. On the return of *peace*, the *tranquility* of society is in danger of being disturbed by the lawlessness of a disbanded soldiery.
  34. *Equal* is said of degree, quantity, number,



and dimensions;—*uniform*, of corresponding fitness. Your horses are *equal* in size, but not *uniform* in color. Figuratively, *equal* applies to moral qualities, and *uniform* to temper, habits, character, and conduct. Our friend's habits are *uniform*, and his sense of justice is not only *equal* to that of his neighbors, but he is more exacting of himself than of any one else.

35. *Power* is the general term;—*strength* is a mode of power. The *strength* of a nation's armies often give it the *power* to subjugate a neighboring weaker state.
36. See section 10.
37. *Prescribe* partakes of the nature of counsel altogether, and has nothing of command;—but *dictate* amounts to even more than command. I will cheerfully follow the course you *prescribe*, but, at the same time, I cannot suffer my brother to *dictate* to me.
38. *Method* is said of what requires contrivance;—*Mode*, of that which demands practice and habitual attention. The swordmaster teaches the best *mode* of holding the foil, and the easiest *method* of thrusting and warding.
39. *Form* is the general term;—*ceremony* is a particular kind of form. The *ceremonies* of Mohammedanism must appear in a very curious light to a person unacquainted with its *forms*.
40. *Equally* means alike;—*equally*, evenly. The latter is seldom used in any but a moral sense. By observing the planets move so *equally*, we are *equally* convinced of the stability of the solar system, and the perfect adaptedness of all its parts to each other.
41. *Object* signifies that for which we strive;—*end* is more general, implying the consummation of our wishes and endeavors. We cannot properly accomplish any *object* without keeping the *end* constantly in view.
42. *Honor* is the approbation conferred on a man by others, comprehending also the material tokens of approval;—*dignity* is the worth or value added to his condition. The acceptance of these ill-deserved *honors* rather diminished than increased his *dignity*.

#### LESSON XV.

1. Of the necessary or fundamental law of nations.
2. *Principle* is applied to the radical parts of things;—*precept*, to rules laid down. A *precept* supposes the authority of a superior;—a *principle*, only an illustrator. I would impress it upon you as a *precept*, never to imitate *principles* without a searching examination.
3. Both convey the idea of superiority in the countenancer and sanctioner; but sanction has more of authority. Persons are *countenanced*; things, *sanctioned*. As I cannot *sanct* on his acts on account of their sinlessness, you must not expect me to *countenance* him.
4. *Change* implies a substitution;—*alter*, a partial difference. To pursue your journey in safety, you will have to *change* your horse, and *alter* your wagon. You will cease to be respected, if you do not *alter* your conduct and *change* your residence.
5. Of the positive, or international law as comprised in treaties.
6. *Monarch* refers to undivided power, but does not define its extent;—*sovereign*, to the highest degree of power. The extent of the dominions of Great Britain fully entitles its *monarch* to the name of *sovereign*.
7. *Contest* is a way applied to matters of personal interest;—*dispute*, mostly to speculative opinions. While John *contested* with the landlord about the charges in the bill, his father and I *disputed* on the advantages of such contention.
8. We *exhibit* and *display* with express intention, and mostly to please ourselves; but *exhibit* is mostly taken in a good, or an indifferent sense, and *display* in a bad one. To say nothing of his arrogant and contemptuous demeanor, a *top displays* his emptiness by gaudy personal adornments; but a gentleman *exhibits* his sense by a neat dress and unassuming conversation.
9. See section 3.
10. *Agreement* applies to transactions of every description, particularly to such as are between individuals;—*covenant*, to compacts between communities, commonly to national and public contracts. The plenipotentiaries met the next day according to *agreement* and concluded the *covenant*.
11. *Sanction* implies authoritative approbation;—*support* is a stronger word, embodies actual help and co-operation, but does not require authority. The President *sanctioned* the treaty, and was *supported* by the senate.
12. *Restrict* is the action of persons on persons;—*circumscribe*, the action of things on things or persons. On account of being much *restricted* in his quarterly allowance by his father, Henry's power to squander was so *circumscribed* that the necessary forethought exercised in providing for his daily wants taught him frugality.
13. It leaves each one *in statu quo ante bellum*, that is, in the state in which it was before the war.
14. See section 4.
15. We *acknowledge* facts—we *recognize* that which comes again before our notice. All rational men *acknowledge* the existence of God, and when conscience threatens punishment to secret crimes it manifestly *recognizes* a supreme governor from whom nothing is hid.
16. *Abolish* means to lose every trace of former existence;—*abrogate* signifies to do away with any thing; *abolish* is a more gradual proceeding. Disuse *abolishes*, a positive interference is necessary to *abrogate*. *Abolish* is employed with regard to customs, *abrogate*, with regard to any authorized transactions of mankind. Although Great Britain *abrogated* by war all claims to the friendship of her colonies, yet long-continued peace has *abolished* the unnatural enmity between the United States and England.
17. *Coalescence* means the act of growing or coming together;—*union* signifies agreement, or the act of joining two or more things into one. *Coalescence* of unions and *union* of families contribute to the happiness of mankind.
18. To *impair* is a progressive mode of *injuring*. An *injury* may take place either by degrees or by an instantaneous act. By overstraining our eyes, we *impair* the sight; a blow *injures* them.
19. See section fifth.
20. *Evasion* is always used in a bad sense;—*subterfuge* is a mode of evasion in which one has recourse to some screen or shelter. Persons who wish to justify them-

- selves in a bad cause have recourse to evasions, but candid minds despise all evasions.
21. *Unoffending* denotes simply the state of not offending;—*inoffending* denotes the want of power to offend. The *unoffending* savage was seen by the *inoffending* children.
  22. *Purpose* is applied to things only;—*sake* applies generally to persons, but may be said of things. For your *sake* alone, and for the *purpose* of preventing dissatisfaction, was this change made.
  23. Both signify the act of taking away by violence, but *depredation* also includes spoiling, or laying waste. Therefore, while every depredation is a robbery, every robbery is not a depredation. The march of the army was marked by public *depredation* and private *robbery*.
  24. See section 6.
  25. *Employ* expresses less than *use*, and is in fact a species of partial using. We must employ when we use, but we may employ and not use. While *employ* applies to persons, *use* never does except in a most degrading sense. A builder says to a carpenter, 'I will *employ* you at nine dollars a week, but expect you to *use* your own tools.'
  26. *Judgment* enables a person to distinguish right and wrong in general,—*discretion* serves the same purpose in particular cases. Judgment decides by positive inference;—*discretion*, by intuition. 'I leave the whole matter to your *discretion*, and promise to be satisfied with your *judgment*.'
  27. *Surrender* is a much more general term than *cede*, which implies giving up by means of a treaty. France having been forced to *cede* the island to Great Britain, the governor *surrendered* and evacuated the town, according to his official instructions.
  28. *Option* means freedom from external restraint in the act of choosing;—*choice*, the simple act itself, or the thing chosen. I had no *option*, and was forced to take his *choice*.
  29. See section 7.
  30. The *adjoining* must touch in some part;—the *contiguous* must touch entirely on one side. The two houses are *contiguous*, and have woods and meadows *adjoining* their grounds.
  31. These words are elsewhere explained,\* but may be given again for the sake of a different illustration. *Usage*, or what has long been done, acquires force and sanction by dint of time;—*custom*, or that which is generally done, obtains sanction by the frequency of its being done, or by the numbers doing it. About three hundred years ago, the practice of hard drinking had come to be considered necessary and meritorious from the mere antiquity of the *usage*; so that to refuse to be made beastly drunk at the dinner-table of your entertainer, was to offer him a mortal affront; but, happily for brains and bodies, if not for glass-houses, such is no longer the *custom*;—and, as a toper sinks lower and lower in the estimation of society day by day, let us hope that this crying sin will be entirely and forever eradicated at no distant time.
  32. *Vessel* is the general term; *ship* is a particular kind of vessel. All ships, then, are vessels, but all vessels are not ships. It may be well to remark here, that *vessel* and *bark* are perfect synonyms as regards the idea conveyed, but *bark* is the poetical and *vessel* the commercial word. Further, *ship* is sometimes used generally, and *bark*, in common usage, is a distinctive name—in this case, oftener spelled *barque*. In fact, *boat* is sometimes synonymous with *vessel*, *bark*, and *ship*; as when sailors speak of a good sea-boat. 'The captains of these *ships*, on opening their instructions, were much vexed to find that they were to convoy a number of *vessels* known to be mostly dull sailers.'
  33. *Provided* refers to the future;—*furnished*, to the present. I *furnished* him with a portable table, chair, and bed, in order that he might be fully *provided* for his journey.
  34. Of the nature of a passport.
  35. *Under* denotes a situation of retirement or concealment;—*beneath*, one of inferiority or lowliness. *Passing under* a low porch and through a narrow doorway, we descended a flight of steps and were soon far *beneath* the surface of the earth.
  36. *Leave* is a more familiar word than *permission*. As you have repeatedly given me *permission* to avow my sentiments boldly, I do not think it necessary to ask *leave* in the present instance.
  37. *Harbor* is vague in signification;—*port*, determinate. Harbor affords little more than the idea of a resting or anchoring place, but *port* conveys that of an enclosure. Stress of weather obliged the ship to take refuge in the nearest *harbor*, but, on the storm abating, she pursued her voyage and reached her destined *port* in safety.
  38. *Minute* expresses much more than *circumstantial*. A *circumstantial* account gives all leading events;—a *minute* one omits nothing however trivial. We were pleased with the *circumstantial* narration of John, but the *minute* description of Henry afforded the greatest satisfaction to all.
  39. *Amicable* signifies able or fit for a friend;—*friendly*, like a friend. His disposition is as *amicable* as his manner is *friendly*.
  40. *Pursue* is not so expressive as *prosecute*. Both mean to continue by a prescribed rule, or in a particular manner. In *prosecuting* my studies, I *pursue* the plan laid down in this book.
  41. An *affront* is a mark of reproach shown in the presence of others, and marks defiance;—*insult*, an attack made with insolence, marks scorn and triumph. I might have thought his former *insults* unintentional but for this last *affront*.
  42. Of the various classes of national agents.
  43. *Mutual* supposes a sameness of condition at the same time;—*reciprocal*, an alternation or succession of returns. Friends render one another *mutual* services, but the services between servants and masters are *reciprocal*. The reciprocal fulfilment of promises by two individuals will terminate in a *mutual* good understanding between them.
  44. *Class* and *order* are said of the thing distinguished;—*rank*, of the distinction itself. Men belong to a certain *class* or *order*, and hold a certain *rank*. Men, springing from the most degraded *class* of the lowest *order* of society, have become possessed of high *rank* by persevering exercise of their native talents.

\* See answer to Question 24, Lesson XIV.

45. See section 10.
46. A *demand* is positive and admits of no question, whereas a *requirement* is liable to be both questioned and refused. It is unreasonable to *require* of a person what is not in his power to do; and unjust to *demand* of him that which he has no right to give.
47. *Commensurate* is employed in matters of distribution;—*adequate*, in equalization of powers. Unless a person's resources are *adequate* to the work he undertakes, he will not be able to give his assistants a *commensurate* recompense.
48. See section 11.
49. *Time* is the generic term, and is taken for the whole or a part;—*season* means any portion of time. Economise your *time*, for youth is the *season* of improvement.
50. *Grandeur* is the general, and *magnificence* the particular term; they differ in degree when applied to the same objects, magnificence being the highest point of grandeur. Such wealth as falls to the lot of many may enable them to display *grandeur*, but nothing short of a princely fortune gives either title or capacity to aim at *magnificence*.

## LESSON XVI.

1. See section 1.
2. *Word* is generic, and *term* specific; every term is a word, but every word is not a term. Usage determines *words*; science fixes *terms*. We behold the grammarian writing on the nature of *words*, and the philosopher weighing the value of scientific *terms*.
3. *Emergency* expresses what the case demands; *emergency*, that which rises out of the case. As I had only brought with me money enough to meet the *exigencies* of my journey, I scarcely knew how to act in this *emergency*, but my host had the kindness to lend me fifty dollars.
4. See section 2.
5. *Correct* is negative in meaning, and *accurate* positive. Information is *correct* when it contains nothing but facts, and *accurate* when it embodies a vast number of details.
6. *Countenance* is direct; *encourage*, general and indefinite. When a good man believes himself *countenanced* by the Almighty, he is *encouraged* to act with vigor and suffer with patience more than human.
7. See section 3.
8. *Business* is that which engages our attention; *concern* is what interests our feelings, prospects, and condition, advantageously or otherwise. It is the *business* of a lawyer to manage the *concerns* of his client to the best possible advantage.
9. *Factor* is used in a limited, and *agent* in a general sense. An *agent* transacts every sort of business; a *factor* only buys and sells on account of others. Attorneys are frequently employed as *agents* to receive and pay money, transfer estates, &c., and sometimes to bring defaulting *factors* to account.
10. See section 4.
11. To *bear* is to take weight upon one's self; to *carry* is to move that weight from the spot where it was—consequently we always bear in carrying, but we do not always carry when we bear. That which we cannot *bear* easily must be burdensome to *carry*. Bear, being confined to personal service, may be used in the sense of carry, when the latter implies removal of one body by means of another. The *bearer* of a letter is he who *carries* it in his hand.
12. The idea of a transfer is common to both; the circumstances under which this is performed constituting the difference. After having had judgment rendered in his favor, a creditor may *authorize* the magistrate to *empower* the officer to proceed against a debtor.
13. See section 5.
14. Both exclude the idea of chance, and presuppose exertions directed to a specific end; but while *obtain* may include the exertions of others, *procure* is particularly used for one's own personal exertions. A man *obtains* a situation through the recommendation of a friend; he *procures* one by applying for it himself.
15. To *make known* is the idea common to both, but while we may *declare* privately, we can *proclaim* only in a public way. A man *declares* his opinions in society on what the government has *proclaimed* through the newspapers.
16. See section 6.
17. *Evident* is applied to what is seen forcibly, and leaves no hesitation on the mind;—*manifest* is a greater degree of the evident, striking upon the understanding and forcing conviction. It is *manifest* that a proof is *evident* when it has nothing clashing or contradictory in it.
18. *Enormous* applies more particularly to magnitude, and *vast* to extent, quantity, and number. The *vast* rises very high in calculation, but the *enormous* exceeds in magnitude not only every thing known, but every thing thought of or expected. When we reflect upon the *vast* number of extravagant feasts provided for the later Roman emperors, we can scarcely wonder at the *enormous* aggregate expense.
19. See section 7.
20. *Principle* may sometimes mean *motive*, but there is often a principle where there is no motive, and there is frequently a motive where there is no principle. A boy with bad *principles* will always lead a wicked course of life, and close his earthly career in wretchedness; with *bad motives*, he may be led to commit good as well as bad deeds.
21. The instances in history are innumerable; the most noted are Sylla, Marius, and Cæsar, of the Roman republic; Danton, Marat, Robespierre, and Bonaparte, of the French republic; and Arnold, of the American republic.
22. Because the history of every age and country shows that those who are the fondest of human butchery and war are the greatest tyrants, and, like Nero, they wheedle and flatter the people till they obtain power.

## LESSON XVII.

1. *Encompass* means to bring within a certain compass formed by a circle; *surround* means to enclose an object, either directly or indirectly, without reference to its shape or extent. The American continent is *surrounded* by oceans; the earth is *encompassed* by the atmosphere.
2. *Apprise* is derived from the French *priser*, and *ad* means to prize, to value, and is synonymous with *appraise*, which means to set a value or price upon; whereas *ap-*



- prise* is derived from the French *appris*, and means to inform, to give notice of.
3. *Six*; corresponding to the six finite verbs and their nominatives, either expressed or implied.
  4. Of a blockade. See section 1.
  5. *Renewed* is from the Latin *revo*, to live, and signifies to bring to life again. *Renewed* is from the Latin *re* and *novo*, and signifies to make again. The animosities of their ancestors were *renewed*, and they *renewed* hostilities and brought upon themselves irretrievable misery.
  6. See Lesson V., Question 4th. Appendix.
  7. The meanings of a truce and of an armistice. See section 2.
  8. See section 3.
  9. *Traffic* is a sort of personal trade, a sending from hand to hand;—*dealings* is a bargaining or calculating kind of trade. *Traffic* is carried on between persons at a distance;—*dealings* are made in matters that admit of a variation. His *dealings* are mostly in produce, but his *traffic* is extensive with distant correspondents.
  10. *Bargain*, in its proper sense, applies solely to matters of trade, and is generally verbal;—but a *contract* must be written and legally executed. He had manifested a disposition to evade some of the conditions of our last *bargain*, so, in this case, I thought it prudent to have a *formal contract*.
  11. See section 4.
  12. *Refuse* is unqualified and accompanied with no expression of opinion;—*decline* is a gentle and indirect form of refusal. In politeness we *decline* participating in what is proposed from motives of discretion; but if further pressed, we *refuse*, thus expressing our disapprobation in a more direct way.
  13. Both words imply direction of sound to an object; but *naming* is confined to a distinct and significant sound; *calling* is said of any sound whatever: we may call without naming, but we cannot name without calling. Finding it impossible to attract his attention in any other manner, I *called*—; he came to me and *named* the books.
  14. Of Treaties. See section 5.
  15. *Agreement* is general in its application, and applies to transactions of every description. A simple *agreement* may be verbal, but a *contract* must be written and legally executed. The boy paid for the books according to *agreement*—the man, for the lands according to *contract*.
  16. Three nouns, three adverbs, two verbs, two adjectives, and the perfect participle *approved*, which is joined with the neuter verb *are*, in the 63d line, also one adverbial phrase.
  17. *Changes* consist in ceasing to be the same; *vicissitudes* signify a changing alternately; every variation or vicissitude is a change, but every change is not a vicissitude. All created things have their *changes* and pass away—the seasons of the year have their *vicissitudes* and return.
  18. To mete out even-handed justice to all, and apply the same rules to themselves that they apply to their weaker neighbors.
  19. See section 6.
  20. Literally speaking, they are synonymous. *Close* is from the Latin *clausum*, and means to shut; *conclude* is from the Latin *con* and *cludo*, and means also to shut. By general usage, *close* is employed, in the common transactions of life, in speaking of times,

- seasons, periods, &c.; whereas *conclude* is used in speaking of moral and intellectual operations. The historian was *concluding* his work at the *closing* of the vacation.
21. See section 7.
  22. The universal diffusion and comprehension of the true spirit of the Divine law.
  23. Those who deal with justice and humanity. Nations are composed of individuals, and it is the duty of each one to use all reasonable exertion to prevent national fraud and oppression.

## LESSON XVIII.

1. See section 1.
2. To Moses, and are contained in the Bible.
3. The discovery of America by Columbus, in 1492.
4. It is far more enlightened, the civil and religious rights of man are better established—and the facilities of travel and intercourse now, would, by the people then living, have been deemed utterly impossible.
5. See section 2.
6. The oppressions of monarchical governments—the innate love of rational liberty—enterprise and philanthropy, were some of the causes; but for a full account of this absorbing subject, see some good history of the United States.
7. It was in the highest degree gloomy; imprisonment, the most excruciating tortures, and the most cruel capital punishments were liable to be inflicted in every country in Christendom.
8. The universal dissemination of knowledge and the possession of true Christian principles.
9. See section 3.
10. *Examples* are set forth by way of illustration or instruction; *instances* are adduced for evidence or proof. Every instance may serve as an example, but every example is not an instance. The Romans afford us many extraordinary *instances* of devotion to one's country, but their *examples* in most other respects are not to be followed.
11. *Existing* designates simply the event of being; *subsisting* conveys the accessory ideas of the mode and duration of *existing*. The *subsisting* friendship between those persons for years is a mark of *existing* excellence.
12. See section 4.
13. *Fear* expresses more than *apprehended*. *Apprehension* implies uneasiness;—*fear*, anxiety. As his horse had lost a shoe, and there was no time to replace it, he *apprehended* lameness, and *feared* that this accident would prevent him from accomplishing his important purpose.
14. *Savages* is a general term for all human beings in a state of native rudeness; *Indians*, therefore, are a kind of savages. The *Indians* of North America are intellectually a superior race, compared with the *savages* of South Africa.
15. See section 5.
16. An *assembly* is simply a number of persons collected to transact any business; a *convocation* is an assembly called for a special purpose, generally an ecclesiastical one. As the *convocation* deemed the Sunday mails a necessary evil, it was not thought advisable to recommend their discontinuance to the *assembly*.
17. *Buffed* does not express as much as *de-*

*seated*. He was *baffled* by the volubility of his opponent, but not *defeated*, for his arguments were unanswerable.

18. See section 6.
19. When things are spoken of, *embrace* regards aggregate value, quantity, or extent; —*include*, individual things forming the whole. Besides *embracing* a commentary on the constitution, this book *includes* a great number of contrasted and illustrated synonyms.
20. *Regal* means pertaining to a king; —*kingly*, like a king. He sits in *regal* state with *kingly* mien.
21. Of the machinations of English emissaries, designed to foment jealousies among the American colonies.
22. *Multitude* is applicable to all kinds of objects, at rest or in motion; —*swarm*, to animals in a moving state. The passing and repassing *multitudes* of a great city have been, not inaptly, compared to *swarms* of bees.
23. *Jealousy* is the fear of losing what one has; —*envy* is pain felt on seeing the success or possessions of another. Being the *envy* of all nations, America should regard *kingly* interference with extreme *jealousy*.
24. The indignation and resistance aroused throughout America by the passage of the Stamp Act.
25. We *bear* from innate capacity, but *support* by means of foreign aid. I had *borne* my misfortunes with manliness for a long time, but was about being overwhelmed, when, by turning to the Bible, I was not only reassured, but effectually *supported*.
26. *Like* expresses more of resemblance than *similar*. With respect to mere questions, many books are *similar* to the American Manual, but, if we consider the marginal exercises, no work is *like* it.
27. See section 9.
28. *Permanent* is by no means as expressive as *lasting*, which is applied to what is supposed to be of the longest duration. The *permanent* occupation of the conquered Chinese provinces would have been a *lasting* disgrace to the British name.
29. *Convention* and *meeting* are more nearly synonymous than most words of this class; both signify an informal assembly. *Conventions*, however, are called to discuss or propose some matter of domestic or political interest, while *meetings* are held by those having common business to arrange, or pleasure to enjoy. During my lengthened sojourn I enjoyed myself very much at social *meetings*, and had also the pleasure of attending several *conventions* of gentlemen, held to take into consideration the propriety of repairing and restoring, as far as possible, the beautiful Gothic ruins of the neighborhood.

#### LESSON XIX.

1. See section 1.
2. Several; 1st. *May* is the fifth month of the year, according to our present mode of computing time. 2d. The legal year in England, previous to 1752, commenced on the 25th of March; *May* was then the third month in the year. 3d. *May* is metaphorically used for the *early part of life*, as "His *May* of youth and bloom of lusthood."—*Shakspeare*. 4th. *May* was anciently used in the same sense we now use *maid*, and meant a young woman. 5th. *To gather flowers*—as, the children went to *May*. 6th.

*To be able*—as, "make the most of life you may." 7th. *To be possible*—as, the event may happen. 8th. *To express desire*—as, may we never experience the evils of war.

- 9th. *To have liberty*—as, he may go home, &c.
3. *Season* is used in its widest or most extended sense; it usually denotes one of the four divisions of the year, as *winter*, *spring*, *summer*, or *autumn*.
4. In many; 1st. *Source*—as, the *principles* of action. 2d. *Foundation*—as, on what *principle* can this be affirmed? 3d. *A general truth*—as, the *principles* of morality. 4th. *Tenets*, whether true or false—as, the *principles* of Christianity, the *principles* of Mahometanism. 5th. *A ride of action*—as, it is a *principle* in human nature to repel insults, &c., &c.
5. From *infringe*, which is derived from the Latin *in* and *frango*.
6. See section 2.
7. There is more caution or thought in *considering*, more personal interest in *regarding*. Boys have often *regarded* mercantile business as the surest way of making a fortune, without having duly *considered* the numerous liabilities of loss.
8. See section 3.
9. Several; 1st. *External appearance*—as, "The *form* of his visage was changed." 2d. *System*—as, a *form* of government. 3d. *Regularity*—a rough surface may be reduced to *form*. 4th. *External show*—as, "having the *form* of godliness." 5th. *Ceremony*—as, it is a mere matter of *form*. 6th. *Determinate shape*—as, "the earth was without *form* and void." 7th. *Likeness*—"he took on him the *form* of a servant," &c.
10. *System* is more extended in its meaning, and applies to a complexity of objects;—*form* is generally applied to individual objects. Our *system* of government comprises the essential *forms* of monarchy, aristocracy and democracy, without the evils of either despotism or anarchy.
11. Because *dependent* is derived from the Latin *de* and *pendeo*, and literally means *pendo*, to hang, *de*, from; and when the object comes after the verb, as in the present case, the preposition following the verb depends on the nature of the prefix of the preceding verb, and whatever hangs from *any power* is consequently dependent on that power. *Subservient* is derived from the Latin *sub* and *servio*, and literally means *servio*, to serve, *sub*, under; and, by a parity of reason, whatever serves *under any power* is subservient to that power. For a further illustration of the use of appropriate prepositions in following verbs, participles, nouns and adjectives, see the latter part of the Appendix. It should be borne in mind, that many words having no prefixes must always be followed by *particular* prepositions, and that there are occasional exceptions to the above rule; but a correct observance of the meaning of the prefixes will be of much service in determining the succeeding prepositions.
12. See section 4.
13. See section 5.
14. Because *convey* is derived from the Latin *con* and *veho*, which means to carry; and whatever is carried must necessarily be *conveyed* to some place; consequently *to* is always the appropriate preposition. See Question 11 of Lesson XIX., Appendix.
15. *Prorogue* means to put off, and is used in the general sense, deferring for an indefi-

- nite period;—*adjourn* signifies only to put off for a day, or some short period. *Pro-rogue* is applied to national assemblies only;—*adjourn* is applicable to any meeting. The king *prorogued* the national assembly, but the people formed small societies, *adjourning* from day to day till all matters of public interest were adjusted.
16. In many; (adjectives.) 1st. *Straight*—as, a right line may be horizontal, perpendicular, or inclined to the plane of the horizon. 2d. *In Religion*—as, that alone is right in the sight of God which is consonant to his law. 3d. *In social and political affairs*—as, that is right which is consonant to the just laws of one's country. 4th. *Proper*—It is right for every family to choose their own time for meals. 5th. *Lauful*—as, the right heir of an estate. 6th. *Correct*—"You are right, justice and you weigh this well." 7th. *Most direct*—as, the right way from St. Louis to Philadelphia. 8th. *Denoting the outward side*—as, the right side of a piece of cloth. (Adverbs.) 9th. *Directly*—as, "Let thine eyes look right on." 10th. *According to fact*—as, to tell a story right. 11th. *Prefixed to titles*—as, right reverend. (Nouns.) 12th. *Justice*—as, to do right to every man. 13th. *Freedom from error*—Seldom: your opinions err, your eyes are always in the right. 14th. *Just claim*—A deed vests the right of possession in the purchaser of land. 15th. *Immunities—Rights* are natural, civil, religious, political, and public. 16th. *Authority*—The sheriff has a right to arrest criminals. (Verb.) 17th. *To do justice*—as, to right an injured person, &c., &c.
  17. The overbearing acts of the governors, and the exercise of despotic power by the king.
  18. From the time of the declaration of rights.
  19. Fidelity to a prince or sovereign; but it is occasionally used in a more extended sense.
  20. The Constitution of the United States.
  21. To declaration.
  22. In the plural in one sense, namely: *wise men*—as, "Groves where immortal sages taught." In the singular, sage admits several variations. 1st. The name of a plant used in cookery and medicine—*"I seasoned it with sage."* "He drinks sage tea." 2d. *Prudent*—as, "a sage counsellor." 3d. *Wise*—as, "sage advice."
  23. A patriot is a person who loves his country, and zealously supports and defends it and its interests;—*champion* meant originally a man who undertook to fight in the place or cause of another. Hence, a hero; a brave warrior; one bold in contest, literally and figuratively; as "a champion for the truth."
- LESSON XX.
1. By the continental congress, Oct. 14, 1774.
  2. See section 1.
  3. The *pretence* and *pretext* alike consist of what is unreal; but the former is not so great a violation of the truth as the latter: the *pretence* may consist of truth and falsehood blended; the *pretext*, from *prælego*, to cloak or cover over, consists altogether of falsehood. Neither his *pretences* nor his *pretexts* availed him, for I sifted out the former and detected the latter.
  4. See section 2.
  5. To *judge*, in the 16th line.
  6. See section 3.
  7. *Restrain* means to hinder from rising beyond a certain pitch;—*suppress*, to keep under, or to prevent from coming into notice or appearing in public. The nouns in this instance have the same difference as the verbs from which they are derived. For fear that he might injure his cause by speaking too freely, I advised the *suppression* of his feelings in this instance; and was pleased to observe that the unusual *restraint* was not so difficult for him as I had apprehended.
  8. See section 4.
  9. *Disdain* conveys the idea of superiority of mind, real or imaginary, in the exerciser; and implies hatred, and sometimes anger;—*contempt*, or the act of despising, is said, by Dr. Webster, to be one of the strongest expressions of a mean opinion afforded by the English language; but it is evident that a thing may be too *contemptible* to excite either hatred or anger, consequently *disdain* is in some respects the stronger term. I treated his insidious propositions with merited *disdain*, and have ever since regarded him with unmingled *contempt*.
  10. See section 5.
  11. *Agreement* is general, and comprehends transactions of every description;—a *compact* is an *agreement* between communities. At the close of the exercises, the debaters made an *agreement* to discuss, at their next meeting, the question, "whether the strict fulfilment of a *compact* is obligatory upon the parties in all cases."
  12. See section 6.
  13. Both are the lowest parts of any structure, but *foundation* lies under ground, and *basis* stands above. The *foundation* then supports some large and artificially erected pile;—the *basis* upholds a simple pillar. The *basis* of the low monolith marking the site of the large elm-tree, under which William Penn made, with the Delaware tribe of Indians, "the only treaty never broken," is a plain square stone. But few of the strangers who sojourn at Philadelphia ever visit Kensington; fewer still make a pilgrimage to the above humble memento of an act so far-reaching in its consequences; but none neglect that magnificent "home of the orphan," Girard College, which stands on a firm and massy *foundation*.
  14. Though *restrain* and *restrict* are but variations of the same verb, they have acquired a distinct acceptation. *Restrict* applies only to the outward conduct;—*restrain*, to the desires, as well as to the external conduct. Being much *restricted* in his semi-annual allowance, he was forced to *restrain*, unwillingly enough, his mordant passion for display.
  15. See section 7.
  16. *Experience* may mean either the act of bringing to light, or the thing brought to light;—*trial* signifies the act of trying, from *try*; in Latin, *tentio*, to explore, examine, search. *Experience*, or that which has been tried, serves to lead us to moral truth;—*trial*, being in prospect, has the character of uncertainty. I will take my uncle's advice, because I know it to be good by *experience*, but I am afraid to make a *trial* of your supplementary admonitions.
  17. See section 8.
  18. *Keep* generally signifies to reserve for use, and its leading idea is continuance of action. *Retain* is a mode of *keeping*. The coach was encountered by a highwayman and detained, but our friend, being well



armed, defied the robber, *retained* his seat, and *kept* his money.

19. See section 9.
20. *Change*, in French, *changer*, is probably derived from the middle Latin, *cambio*, to exchange, signifying to take one thing for another; *alter*, from the Latin, *alter*, another, signifies to make a thing otherwise. The scholar, in using this book, is at liberty to *change* any *marked*, or in fact any other word or phrase for another, provided that by such substitution he does not materially *alter* the sense.
21. "In this manner," or "on this wise."
22. *Revere* is derived from the Latin *re* and *vercor*, and means to regard with fear mingled with respect and affection;—*venerate* is from the Latin *veneror*, and means highly to regard, respect or esteem. *Revere* and *venerate* may be applied to human beings. On account of their character and endowments, they are also applicable to inanimate as well as animate objects. We ought to *venerate* all truly good men while living, and to *revere* their memories when they are dead.
23. Of the meeting and proceedings of the second continental congress.
24. "Time and again," "again and again," and "more than once."
25. Several; 1st. *To sully, defile*—as, You will soil your coat with dust. 2d. *To cover or tinge*—as, To soil the earth with blood. 3d. *In farming, to feed with grass or green food cut daily instead of pasturing*—as, To soil cattle. 4th. *Fulness, spoil*—as, Your gown has an ugly soil. 5th. *Stain, tarnish*—as, Honor brooks no soil. 6th. *Mould, or upper stratum of earth*—as, The soil of the western states is generally deep and rich. 7th. *Land, country*—as, We love our native soil.
26. See Page 2, Lesson I., Question 10, Appendix. The designated words in the 191st, 192d, 193d, 198th, 201st, 203d, 204th, 205th, 206th, 208th, and 209th lines, may be considered definitions; the designated words in the 189th, 194th, 195th, 197th, 199th, 202d and 207th lines, may be considered synonyms; the designated words in the 190th, 196th, 200th and 210th, may be considered as words and phrases conveying nearly the meaning of the text, yet the words used are neither definitions nor synonyms of those marked. Strictly speaking, there are no synonyms in section 11, but if one phrase conveys the same meaning that another phrase does, then those phrases would be synonyms; phrases, as well as words, may be synonymous, and for advanced pupils, composing at proper times synonymous phrases constitutes a most interesting and useful exercise.
27. The two most important battles were the battle of Lexington, April 19th, the battle of Bunker's Hill, June 17th, 1775.

#### LESSON XXI.

1. July 4th, 1776.
2. By the Representatives of the United States in congress assembled.
3. The proposition was made June 10th, 1776, but congress wisely took time to consider the subject in all its bearings.
4. See section 1.
5. *Destroy* is derived from the Latin *de* and *struo*, and literally signifies to pull down, to demolish;—*dissolve* is from the Latin *dis* and *solvo*, and means to melt, to dis-

nite, to separate. The former word usually denotes violence, the latter may be exempt from it; thus, Merchants often mutually *dissolve* their partnership and *destroy* their contracts.

6. *Declare* is derived from the Latin *de* and *clarus*, and means to make known, to publish; we may *declare* by word of mouth or by writing. *Avow* is from the Latin *ad* and *voveo*, and means to declare openly, to acknowledge and justify; we usually avow our sentiments by word of mouth. *Declare* is applied by nations; *avow* by individuals—nations *declare* war; individuals *avow* their sentiments.
- 7, 8, 9, 10, 11, are all answered in section second. (See section 2.)
12. See former elucidation, Lesson XV., Question 16, Page 18, Appendix.
- 13, 14, 15, see section 3.
16. *Light*—gay, airy, cheerful. *Trivial*—contemptibly trifling, petty. One may be facetiously *light* and airy without degrading himself with a *trivial* manner.
17. *Abuses*—rude personal reproaches. *Wrongs*—injuries inflicted. Vituperative *abuse* may proceed from a source so notoriously corrupt as to produce no serious *wrong* or injury.
- 18, 19, 20, see section 4.
21. See former elucidation, Lesson XVII., Question 12, Page 21, Appendix.
- 22, 23, 24, see section 5.
25. *Elected*—selected by the concurrent choice of many. *Chosen*—selected, but the choice may be the act of one agent. Representatives to congress are *elected*. His private secretary is *chosen* by the president.
26. *Annihilation*—reducing to nothing. *Destruction*—ruin, disorganization. The *destruction* of a house may be occasioned by a tornado, but its materials are not *annihilated*.
- 27, 28, 29, 30, 31, 32, see section 6.
33. *Salaries*—stated or fixed wages. *Emoluments*—profits arising from employments or stations. The President and Vice-President of the United States enjoy *salaries*. The *emoluments* of justices of the peace, in many states in this country, accrue from perquisites of office.
- 34, 35, 36, see section 7.
37. *Imposing* signifies *deceiving* others for purposes of gain or ambition;—*obtruding* signifies *forcing* upon others from vanity, curiosity or pleasure. The *obtruding* linguist wearied the company by the monotony of his conversation. The merchant, in his anxiety to sell his goods, forgot he was *imposing* upon the ladies.
38. *Tool, instrument*, (synonymous as applied to manual apparatus.) In their personal application, *tool*, a contemptible parasite; *instrument*, a useful auxiliary. The *tools* of the mechanic are the *instruments* of his success. A brawling politician is the *tool* of an intriguing demagogue. A candid, or an eloquent and ingenious orator is a useful *instrument* in effecting the object of a party.
- 39, 40, 41, 42, see section 9.
43. *Plundered*—carried ruthlessly away. *Pillaged*—stealthily obtained. Victorious armies *plunder* conquered cities, and rapacious soldiers *pillage* their private dwellings.
44. *Brethren*—men social like brothers. *Brothers*—children of the same parents. Natural *brothers* may be *brethren* of the same social fraternity.

- 45, 46, see section 10.  
 47. It was; the savages often massacred women and children, burnt their captives, and committed the most revolting cruelties against the aged, the weak, the innocent and the inoffensive.  
 48, 49, 50, see section 10.  
 51. *Redress*—restoration of rights. *Relief*—alleviation of misery. *Redress* is sought as an act of justice, *relief* as an act of mercy.  
 52, 53, see section 11.  
 54. *Enemies*—persons unfriendly disposed. *Foes*—persons possessing active hatred. Persons politically or socially opposed to us may be our *enemies quoad hoc*, without the personal hatred necessary to constitute them our *foes*.  
 55, 56, 57, 58, 59, 60, 61, see section 12.  
 62. Upon our omniscient and omnipresent Creator; the same God who sustained and upheld our forefathers.

## LESSON XXII.

1. "Anterior to," and "Prior to."
2. *Sketch* expresses more than *outline*. The latter comprehends only exterior parts or surfaces;—the former embraces some particulars. As a *sketch* presents some of the features of a country, it may serve as a landscape; but the *outlines* are merely the bounding lines within which the *sketch* may be formed. Used figuratively, they have the same difference. I have now given you an *outline* of the plan, and advise you to make a *sketch* of it, to be perfected at your leisure.
3. Although, as there given, it signifies to *write*, to *compose*, which is the sense in which *form* is used, it generally means to select and put together parts of a book, or of different books; or to collect and arrange separate papers, laws, or customs, in a book, code, or system.
4. The articles of confederation.
5. They are not. The *crown-lands* were unoccupied tracts, which had not been disposed of in any way by the British government; but, being within the established boundaries of the colonies, these lands passed out of the possession of England along with them, and became the property of the United States in the manner explained in section 3. The term *public domain* has been applied, of late years, to all lands owned by the American Republic. They are chiefly situated in the western and southwestern states and territories, and are statedly sold to private individuals, in lots of not less than 80 acres, at the minimum price of one dollar and twenty-five cents per acre. These public auctions, held in the neighborhood of the tracts to be sold, are called *land-sales*.
6. *Advantage* respects external or extrinsic circumstances of profit, honor, and convenience;—*benefit* applies to the consequences of actions and events. I have received much *benefit* from daily exercise, and find that a residence in the country is of great *advantage* to an invalid.
7. *Good-bye* has exactly the same meaning as *farewell*, and is much oftener used than either that or *adieu*, because it carries with it more of friendliness; but in the present case it would have conveyed a ludicrous idea.
8. *Adieu* is the French '*a Dieu*,' to God; an elliptical form of speech, for *I commend you to God*. Hence its use for *farewell*. In

the common phrase *good-bye*, *bye* signifies *passing*, *going*; the whole signifies a good going, a prosperous passage, and is precisely equivalent to *farewell* (Saxon, *faran*, to go, *go well*), may you have a good going, synonymous with *good speed* in the phrase "to bid one good speed."

9. They are not. *Revolutionary* means pertaining to a material or entire change in the constitution of government. *Transitional* means relating to a passage from one place or state to another; change. As *revolutionary* cannot be defined by a single word, and *transitional* is the nearest approximation to it, the latter has been used to supply the former in this and several following cases.
10. *Step by step*.
11. *Use those means*.
12. 1st. *To possess*—I had a pen yesterday, but have mislaid it. 2d. *To maintain*, to hold in opinion—Your version of the matter is quite different from the way in which he had it. 3d. *To be urged by necessity or obligation*; to be impelled by duty—He had to depart at once, on account of the alarming illness of his father. 4th. *To contain*—The poem had many beauties, but it did not please the reading public. 5th. *To gain*, to procure, to receive, to obtain, to purchase—He had three hundred dollars a year—He always had a high price for his work.
13. Common danger.
14. At the time of the Declaration of Rights.
15. On the 1st of March, 1781.
16. By the title of the *United States*.
17. *Admit* is a general term, and has but a relative import;—*receive* has a complete sense in itself, and its meaning is always positive. I was *admitted* into the house by a servant, and very hospitably *received* by my friend.
18. That its powers were inadequate to the objects of an effective national government.
19. Because they form a compound noun, and are already connected by hyphens, which show that the words are to be taken together.
20. "Vainly," "to no purpose," "without effect."
21. In the congress of the confederation, during the last years of the revolutionary war, and those of peace, immediately following.
22. At Mount Vernon, the residence of General Washington.
23. *Notorious* means evident; manifest to the world; publicly known; known to disadvantage; hence almost always used in an ill sense. *Glaring* signifies clear; open and bold, bare-faced; and therefore in many sometimes be substituted for *notorious*. The crime of which you speak would appear more *glaring*, had it not been committed by such a *notorious* person.
24. They are not. *People* is there applied to all the individuals composing the nation. *Populace* is an invidious term, and signifies the most ignorant part of society.
25. They are. The term *axiom*, however, is generally used in mathematical works.

## LESSON XXIII.

1. See section first.
2. The violation of the essential principles of rational liberty and the common law of England.
3. In many; 1st. *To take the whole*—as, Neither business nor amusement should engross our whole time. 2d. *To copy*—as,

- Deeds are often *engrossed* on parchment.
- 3d. *To take in undue quantities*—as, Rulers sometimes *engross* the power of the people, &c.
4. It was a mark of more respect, and carried with it more immediate authority; moreover, it would be disseminated among the people by means of the newspapers.
  5. See section 2.
  6. It is a figurative expression, and means that it should be read in a prominent place or places, so that each and every individual in the army might understand it.
  7. There are two kinds;—first, an aggregate corporation is any number of persons authorized by law to act as a single individual, or any society having the legal capacity of transacting business as a single person. Corporations have usually the power of filling vacancies that occur in their body; hence they continue for ages, unless otherwise restricted. Second, A sole corporation consists of one person only and his successors, as a bishop.
  8. See section 3.
  9. *Whole* is used substantively here, and denotes the whole house or meeting.
  10. From the British Parliament. At the time of the revolution, all forms of legislation were essentially the same in this country that they were in England. In the British Parliament all matters of great importance, and especially those which effect the great body of the people, are usually referred to a committee of the whole house; most of the rules of Congress, at the present time, are essentially the same as those of the Parliament of England.
  11. The chairman of the committee of the whole rises; the speaker of the house re-occupies his chair and calls the house to order. It may be remarked here, that committees of the whole are sometimes very noisy and disorderly.
  12. The sense of the entire assembly is better ascertained. The members are not restricted by parliamentary usage, because each member speaks as often as he pleases.
  13. See section 5.
  14. To avoid tautology. *Matters*, as used in the 90th line, signifies the entire business contained in the resolutions.
  15. Because *to* is the appropriate preposition which should follow ought; custom has sanctioned the use of *should* without any succeeding preposition, and the addition of *to* in the latter case would be as improper as its omission in the former.
  16. 1st. *To make ready*—The minister is *preparing* his sermon. 2d. *To fit*—The farmer is *preparing* his ground for the spring. 3d. *To adapt*—The author is *preparing* his book for schools. *To provide*—The ants are *preparing* their winter supplies.
  17. That it might be written in proper form and with due care. It is the business of a committee of the whole to discuss simply general principles and block out the work. It is, both in this country and in England.
  18. Because the resolution, on the 10th of June, was not passed; but was, by vote of congress, held under consideration. No resolution can be considered passed till it receives the legal sanction of a majority of an assembly.
  20. Of.
  21. 1st. *A tool*—Axes, hoes, and hammers are *instruments* of husbandry. 2d. *Subservient to the production of any effect*—A bad man is the *instrument* of ruin to others. The distribution of the Scriptures may be an *instrument* of extensive reformation in morals and religion. 3d. *An artificial machine*—A flute is a musical *instrument*. 4th. *In law a writing containing the terms of contract*—A deed of conveyance is an *instrument* in writing. 5th. *Applied to persons*—The governor, the agent of the British crown, was an *instrument* of oppression to the colony.
  22. Because congress, previous to the adoption of the constitution, consisted of only one body.
  23. *Adapted* is derived from the Latin *ad apto*, and signifies to fit, to make suitable; *adopted* is from the Latin *ad opto*, and signifies to desire, to choose, to take or receive as one's own. We have provision *adapted* to our wants. The skillful husbandman *adopts* all modern improvements in agriculture.
  24. See section 9.
  25. *Monument*—an outward and visible remembrancer; *memento*—a mental, oblique in-endo of memorial. A hint, a significant wink, may be a *memento*; but solid materials are necessary to the construction of a *monument*.
  26. Constitution.
  27. *Offended* is derived from the Latin *offendo*, (of and fendo,) and signifies to strike against, to insult, to hurt, or wound; *angry* is from the Latin *angry*, and signifies to choke, to strangle; hence a violent passion of the mind, excited either by real or supposed injuries. In controversies or discussions, persons are often very *angry* about imaginary wrongs, and are not unfrequently *offended* at trifles.
  28. *Offended* and *angry* should be usually followed by *with* before persons, and *at* or *about* in all other cases.
  29. In its most extended or comprehensive sense.
  30. A metaphor. See Lesson VIII., Question 11, Page 6, Appendix.
  31. *Charybdis* was a celebrated whirlpool on the coast of Sicily; it was anciently dreaded by navigators, because in endeavoring to escape it they ran the risk of being wrecked upon SCYLLA, a rock opposite to it, on the coast of Italy. *Charybdis* is no longer dreaded by navigators. The earthquake of 1783 is said to have much diminished its violence. Its present names are Calofaro and La Rema. For the fabulous account of the rock *Scylla* and the whirlpool *Charybdis* see some classical dictionary.
  32. *Asbestos* is a fibrous mineral, usually of a white or gray color. The finer kinds of it have been wrought into gloves and cloth, which are incumbrable; the cloth was formerly used for shrouds. *Asbestos* is now employed in the manufacture of iron safes.
  33. A trope. A trope is a word or expression used in a different sense from what it properly signifies; or a word changed from its original signification to another, for the sake of giving life or emphasis to an idea.
  34. To signers, in the 186th line.
  35. Treason.
  36. They are usually so considered, and in the eyes of the British government all the leaders of the Revolution were guilty of treason.
  37. A trope. See answer to 33d question in this lesson.



38. A metaphor. A metaphor is a word expressing similitude without the signs of comparison.
39. As friends.
40. The burning of villages by the traitor Arnold, and the massacre at Wyoming, Pa., (perhaps the most revolting of any that occurred during the Revolutionary war,) was urged on by American Tories.
41. The celebrated speeches of Pitt and of Col. Barry have seldom been equalled.
42. By emulating their virtues.
43. See the whole of Lesson XXIII.

## LESSON XXIV.

1. See the preamble.
2. See section 1.
3. See section 3.
4. Both mean to *strengthen*;—*confirm*, with respect to the mind, and *establish*, with regard to external things. A report is *confirmed*; a reputation is *established*.
5. *Welfare* is applied to things more immediately affecting our existence; *Prosperity* comprehends welfare, and likewise all that can add to our enjoyments. A father is naturally anxious for the *welfare* of his son, and hopes that he may experience *prosperity* through life.
6. *Chosen*—taken from among others, and may be used of *two*;—*selected*, picked with care; used of *several* or *many*. We may *choose* a book out of two, but we *select* one from a parcel, or out of a library.
7. *Distributed* is a general term, meaning allotted to several;—*apportioned* signifies assigned for a certain purpose. A wise prince *apportions* to each of his ministers an employment suited to his peculiar qualifications; state business thus *distributed*, proceeds with regularity and exactitude.
8. *Actual* is applied to the thing done;—*real*, to the thing as it is. *Actual* is opposed to the supposititious, and *real* to the imaginary. It is an *actual* fact that there are but few, if any, *real* objects of compassion among common beggars.
9. *Vote* is the wish itself, whether told or not;—*voice* is the wish expressed. As, "Having the privilege of a *vote* on that question, he gave his *voice* to —."
10. *Class* is more general than *order*. Men belong to a certain class or order. During the French Revolution, the most worthless *class*, from all *orders*, obtained the supremacy only to sacrifice such as possessed any power, name, or wealth.
11. *Temporary* means lasting only for a time, in distinction from the permanent;—*transient*, that is, passing, or in the act of passing, characterizes that which necessarily exists only for the moment. A *transient* glance will show that offices depending on a state of war are *temporary*.
12. The *purpose* is the thing proposed or set before the mind, which we take immediate measures to accomplish;—the *intention*, being the thing to which the mind bends or inclines, is vague and may be delayed. Though a man of resolute temper is not to be diverted from his *purpose* by trifling obstacles, yet he may be disappointed in his *intentions* by a variety of unforeseen and uncontrollable events.
13. *Manner* is general, and nearly allied to way;—*mode* is usually applied to mechanical actions. The scholar has a good *mode* of holding his pen, but writes in a very careless *manner*.

11. *Behavior* respects all actions exposed to the view of others;—*conduct*, the general line of a person's moral proceedings. As our *behavior* is good or bad, our *conduct* will be wise or foolish.
15. *Concurrence* is applied to matters of general concern;—*consent* to those of personal interest. As, "I cannot *consent* to behold the *concurrence* of the House with these amendments of the Senate, without uttering my sentiments against it."
16. *Place* is general, and, being limited to no size or quantity, may be large or extensive, whereas *spot* is a very small place, such as figuratively may be covered by a spot or dot. For instance, "I know the *place* where my uncle is buried; but, as he was interred by strangers, who neglected to mark his grave by a stone, I am unable to designate the *spot*."
17. See section 6.
18. *Felony*—any crime which, by the ancient law, incurred capital punishment. *Breach of the peace*—any disturbance of the tranquillity of society, either with respect to the community or an individual member of it. These terms are both general, including several particular cases or varieties of crime. Those guilty of *felony* are public offenders, traitors to the commonwealth, dangerous to society in an imminent degree; those guilty of simple *breach of the peace* have offended in a less aggravated manner and against a smaller portion of society. Murder, arson, &c., are *felonies*; assault and battery, riot, &c., are *breaches of the peace*.
19. *Speech*—harangue, oration. *Debate*—dispute, controversy. *Speech* is the abstract term, and primarily implies utterance; *debate* is concrete, and signifies both speaking and disputing with others. A *speech* is simply an address; a *debate* implies contested discussion. A *speech* may be an address to an audience; a *debate* may be a discussion before an audience. *Speech* implies one, *debate* two or more speakers. *Speech* conveys no allusion to contention, but *debate* implies a war of words, and sometimes angry strife.
- "We use great plainness of *speech*." *Paul*.  
"Behold, ye fast for strife and *debate*." *Isa*.
20. *Office* signifies either the duty performed, or the situation in which the duty is performed. An *office* imposes a task, or some performance;—a *charge* imposes a responsibility;—we have always something to do in *office*, always something to look after in a *charge*. The *charge* of instructing youth is of far more importance than the *office* of any civil magistrate.
21. *Continuance* is used in reference to the time a thing lasts. *Continuation* expresses the act of continuing what has been begun. The *continuance* of the war is destructive both to the wealth and the morals of the nation. The *continuation* of history is the work of every age.

## LESSON XXV.

1. See sections 7 and 8.
2. *Also*, compounded of *all* and *so*, signifies literally all in the same manner;—*likewise*, compounded of *like* and *wise*, or manner, signifies in like manner. *Also* is the more general term, and has a more comprehensive meaning;—*likewise* is more specific and limited in its acceptation. My friend

John, who is a good scholar, an excellent draughtsman, and *likewise* an elegant penman, was *also* with the party.

3. It means *again*. Reconsider, to consider *again*.
4. I means *to*. Adjourn, *to* [or *till*] *a day*.
5. Adduce, *to draw to*; adjoin, *to join to*; admit, *to send to*; advert, *to turn to*, &c.
6. It means *not*. Disapprove, *not to approve*.
7. It is prefixed to the prefix *ap*.
8. Disagree, *not to agree*; disallow, *not to allow*; disbelieve, *not to believe*; dislike, *not to like*, &c.
9. It means *before*. Provide, *to get* [or *make ready*] *before*.
10. Five, as follows: *re-pre-sentatives* twice, and *re-con-sider* and its variations three times.
11. *Re-con-duct*, [*duco*, to lead,] to conduct back, or again; *re-con-vey*, [*veho*, to carry,] to convey back or to its former place, &c.
12. See section 8.
13. A *manifesto*; which is a public declaration made by the supreme authority of the state, setting forth its grievances, claiming right for itself, and appealing to the civilized world for the rectitude of its cause.
14. See Lesson XVII., Section 4.
15. Five, as follows: *provide* four times, and *promote* once.
16. *Insurrection* is a general term; it is used in a good or bad sense, according to the nature of the power against which one rises up; *rebellion* is more specific, and is always taken in the bad sense of unlawful opposition to lawful authority. The *insurrections* in America, at the beginning of the revolutionary war, were a natural consequence of the usurpation of unwarrantable authority by the British government, which was pleased to style them *rebellions*.
17. Some political truths were maintained by those who engaged in the *insurrection* headed by Wat Tyler, in the reign of Richard II., but their movement failed because the body of the English people was adverse to them and their principles for obvious reasons. The *rebellion* which cost Charles I. of England his life, proves that the throne is an insecure seat even for a comparatively good man.
18. Eight.
19. Ten.
20. Fifty-six square miles.
21. Eight miles square is  $8 \times 8 = 64$  square miles, of which area 8 square miles would be but the length of one side, a mile in width.
22. See section 9.
23. It denotes *act of*, or *state of being*. Capitulation, the act of numbering by the head.
24. In eight, as follows: migration, importation twice, capitation, proportion, enumeration, regulation, and appropriations.
25. It means *to*. Appropriation, the *act of making*, or the *state of being* made peculiar *to*.
26. In this case it is a prefix to the prefix *pro*. It is originally *ad*, which has many forms, for which see Lesson V., Appendix, *ante*.
27. See section 10.
28. The term *imports* is applied to that which is imported or brought into a country from another country or state; *exports*, to what is conveyed from one country to another. The trade of a state is in a flourishing condition when the *exports* exceed the *imports*.
29. There is one.
30. *Controul* (now spelled *control*) is the only

word in section 10 differing from present usage.

## LESSON XXVI.

1. See section 1.
2. Or is a contraction of the Latin *vir*, a man, or is from the same radix. It means an *agent*, as elector, an *agent* (or *man*) to elect.
3. Actor, *one who acts*; creditor, *one who credits*; governor, *one who governs*, or the *agent for governing*, &c.
4. The words *choose* and *choosing* are spelled *chuse*, *chusing*, and the word *two-thirds* is given thus, *two-thirds*. In this last respect, the Constitution does not agree with itself, for in Section 7 of Article I. (p. 125,) the parts of the word are written separately, *two thirds*.
5. A natural (or native) born citizen of the United States means a person born within the limits of the American Republic;—a citizen of the United States at the time of the adoption of the Constitution denotes a foreigner who was then an inhabitant of the country. Washington was a native-born citizen of the United States, and Com. Barry was a citizen at the adoption of the Constitution.
6. Twenty-five thousand dollars a year.
7. An *oath* is a solemn declaration, made with an appeal to God for the truth of what is uttered. The appeal implies that the person imprecates God's vengeance, and renounces his favor if the declaration is false; or, if it is a promise, the person invokes the retribution of God should it not be fulfilled. Taking a false oath is called *perjury*. An *affirmation* is a solemn declaration, made under the penalties of perjury, by persons who conscientiously decline taking an *oath*, to which, in law, it is held equivalent. As the witness declined taking the *oath*, on account of religious scruples, the judge directed the clerk to administer an *affirmation*.
8. See section 2.
9. The compound word *commander-in-chief* is written without the hyphens; thus, *commander in chief*.
10. Four times, if its variations are counted; namely, *advice*, and *appointment* twice in the singular and once in the plural form.
11. *Absence* is the state of being at a distant place, or not in company. It is used to denote any distance indefinitely, either in the same town, or country, or in a foreign country, and primarily supposes a prior presence. *Necess* is applied to a withdrawing or retiring; hence its use for a remission or suspension of business or procedure. During the *recess* of Congress and consequent *absence* of its members, and of the multitudes who visit the metropolis to hear the debates, the city of Washington has a comparatively deserted aspect.
12. *Ab* signifies *from* or *away*; *absent*, (*ens, being*) *being away*. *Re* signifies *back* or *again*, *anew*; *recess*, (*cedo*, to go, &c.) *a moving back*, or state of *being moved back*.
13. See answer to question 31 of Lesson XIII., *ante*.
14. See section 3.
15. See section 4.
16. It means *in place of*, as, *viceroy*, *in place of* the king, &c.
17. In several; 1st. A voluntary deviation from the rules of moral rectitude or of propriety—as, The *vice* of drunkenness. 2d. Depravity or corruption of manners—as,

An age of *vice*. 3l. A fault, or bad trick—as, This horse has the *vice* of kicking. 4th. An iron or wooden press, with a screw, used by the blacksmith, carpenter, &c., for holding articles fast—as, He screwed up the piece of iron in his *vice* and filed it to the required shape.

## LESSON XXVII.

1. See section 1.
2. See section 2.
3. In several; 1st. A single clause in a treaty, contract, or other writing; a separate charge or item in an account; or a condition or stipulation in a bargain—as, An objection was made to the fifth *article* of the treaty; the bill contained many *articles*; He did not fulfil the conditions of the second *article* of our agreement. 2d. A point of faith or doctrine, or a proposition in theology—as, The thirty-nine *articles*. 3d. Comprehension—as, A soul of great *article*.—*Shakespeare*. 4th. A distinct part—as, Each *article* of human duty.—*Paley*. 5th. A particular commodity or substance—as, I bought a table and several other *articles*; salt is a necessary *article*. In this sense the word has a very extensive application. 6th. In *grammar*, a part of speech placed before nouns—The *articles* are *a* or *an*, and *the*. 7th. In the *article* of death [Latin, *in articulo mortis*.] means literally, in the moment of death; in the last struggle or agony. 8th. *Articles of war*—the code or regulations for the government of the army and navy in the United States, and for the army alone in Great Britain, where the naval code is called *articles of the navy*. 9th. *Lords of articles*—in *Scottish history*, a committee whose business was to prepare and digest all matters that were to be laid before the parliament, including the preparation of all bills for laws; called also *lords articulars*.—*Robertson*.
4. See sections 9, 10, 11, of Lesson XV., and 1, 2, 3, 4, of Lesson XVI.
5. The word *law* has a very wide application; its general sense, however, is that of a *rule* or *principle*. 1st. An established or permanent rule, prescribed by the supreme power of a state for regulating the actions of its subjects, particularly their social actions—*Law* is beneficence acting by rule.—*Burke*. 2d. A rule of civil conduct prescribed by the authority of a state, commanding what its subjects are to do, and from what they are to refrain—as, *Municipal law*; often equivalent in this sense to *decree*, *edict*, or *ordinance*. 3d. *Law of nature* is a rule of conduct arising out of the natural relations of human beings, established by the Creator, and existing prior to any positive precept—It being a *law of nature* that one man should not injure another,—murder would be a crime independent of any human statute. 4th. *Laws of animal nature* are the inherent principles by which the functions of animal bodies are performed—as, The circulation of the blood, digestion, &c. 5th. *Laws of vegetation* are the principles by which plants are produced and brought to perfection. 6th. *Moral law* is that which teaches men their duties to God and to each other—the *moral law* is contained in the decalogue, or ten commandments. 7th. *Ecclesiastical law*; a rule of action prescribed for the government of a church. 8th. *Canon law*; the body of ecclesiastical Roman law. 9th.

*Written or statute law* is that enacted by the legislative power, and promulgated and recorded in writing; called, in detail, *statutes*, *ordinances*, *decrees*, *edicts*, &c. 10th. *Unwritten or common law* is a rule of action, deriving its authority from long usage or established custom, which has been immemorably received and recognized by judicial tribunals. As this law cannot be traced to positive statutes, its principles are to be found only in the records of courts, and in the reports of judicial decisions. 11th. *By-law*, [Danish, *by*, a town,] a law of a city, town, or private corporation. 12th. *Mosaic law*; the institutions of Moses, or the code prescribed to the Jews, as distinguished from the *gospel*. 13th. *Ceremonial law*; the Mosaic institutions which prescribe the external rites and ceremonies to be observed by the Jews, as distinct from the *moral precepts*, which are of perpetual obligation. 14th. *The Old Testament*—Is it not written in your *law*, I said, Ye are gods?—John, x. 15th. The institutions of Moses, as distinct from the other parts of the Old Testament—as, *The law* and the prophets. 16th. A rule or axiom of science or art—as, *The laws* of versification or poetry. 17th. *Law martial* or *martial law*—the code for governing an army or military force. 18th. *Marine laws*—rules for regulating navigation and the commercial intercourse of nations. 19th. *Commercial law, law merchant*—the system by which trade is regulated between merchants. And several other distinctive phrases, or meanings of minor importance, besides the *laws of nations*, which have been already defined and illustrated in the body of the book. The above definitions afford the scholar a wide field for the construction of original sentences: let every pupil improve the opportunity.

6. In fourteen, as follows: Congress four times, continuance, constitution, consults twice, confession, compensation, committed twice, comfort, and corruption.
7. The clause commencing with the 51st line, and ending with the 55th.
8. *Attainder* is an immediate and inseparable effect of a judgment (without trial by jury) of death or outlawry; the consequences of which to the person attainted are forfeiture of lands, tenements, and hereditaments; *corruption of blood*, by which he can no longer inherit or transmit an inheritance; and loss of reputation and of civil rights generally. According to the Constitution, the offender alone pays these penalties, which have no effect upon his descendants.
9. 1st. *Unclosed*, not shut—as, An *open* door, an *open* book, *open* eyes. 2d. *Not covered*—*as*, The *open* air, an *open* vessel. 3d. *Not fenced or obstructed*—*as*, An *open* road. 4th. *Public*—*as*, In *open* court. 5th. *Free to all comers*—*as*, *Open* house. 6th. *Not clouded*; having an air of frankness and sincerity—as, An *open* countenance. 7th. *Unsettled*; not balanced or closed—*as*, An *open* account, &c.
10. See section 1.
11. See section 2.
12. 1st. A *demand* of a right or supposed right—as, A *claim* of wages for work done. 2d. A *right* to demand; a *title* to anything in the possession of another—as, The house is now in his possession, but I have a *claim* to it. 3d. *The thing* claimed or demanded—as, The *claim* is a desirable one.



13. *Union* is the state of being joined, or formed into a compound body or mixture; states joined, in which sense it approaches nearest to *confederation*, which is applied to a compact for mutual support; league; or alliance, particularly of princes, nations, or states.
14. Perfect *union* should subsist between all the members of a family. No *confederation* of states can long exist without a *union* of aims and actions among its components. Perish those traitors who would dissolve the *confederation*!
- 15, 16. See answer to the last question of Lesson III., also that to question 35, Lesson XIV.
17. See section 3.
18. See section 4.
19. The word *labor*, which occurs three times is spelled *labour*.
20. Twenty-one.
21. Seven.
22. See Article V.
23. *Different* is the more indefinite term; it is opposed to singularity; but *several* is employed positively to express many, being derived from the verb *sever*, and signifying split or made into many things or parts, which may be either *different* or alike.
24. I have here *several* books on *different* subjects. The same disease does not affect *different* persons in the same way. I have suffered from the headache *several* times lately, &c.
25. *Part* is not only more generally used, but has a more comprehensive meaning than *portion*, which is a particular sort of division. *Portion* is applied to individuals; *part*, to persons and things also.
26. The pupil asks, 'what *part* of this chapter am I to study;' the teacher answers, 'the first paragraph is your *portion*.' I did not receive any *part* of the profits of that adventure, although by agreement my *portion* should have been considerable.
27. A *convention* is a simple informal meeting of persons, generally of one neighborhood; sometimes, however, the members of a convention are from very distant places as compared with each other. A *convocation* is an assembly called for a special purpose; it is in religious matters what a *convention* is in civil ones. See also the answers to questions 16 and 29 of Lesson XVIII., *ante*.
28. *Con* means *together* or *with*. *Convention*, [*venio*, to come,] the *state of being* (or having) *come together*; convocation. [*voco*, to call,] the *state of being called together*.
29. *Console*, [*doleo*, to grieve,] to grieve *with*; consort, [*sors*, to go,] to go *with*, &c.
30. *Law*, in its general acceptance, means a rule, and is sometimes synonymous with *decree*, &c., as has been before stated. *Statute* is commonly applied to the acts of a legislative body consisting of representatives, and is consequently more definite than *law*.
31. Though the act you mention is not expressly prohibited in any *statute*, it is undoubtedly against the *law*. The *statute* declares plainly enough the objects to be accomplished, but it does not provide properly for their execution. See also the answer to question 5, *ante*.
32. See Article VI.
33. *Land* signifies an open, even space, and refers strictly to the earth; *country* signifies lands adjoining so as to form one portion. The term *land*, therefore, properly excludes the idea of habitation; the term *country* excludes that of the earth, or the parts of which it is composed. In an extended application, however, these words may be used for one another.
34. The *land* of the valley of the Mississippi is generally very rich; and the valley itself is destined to form a most important part of our *country*. All men take pleasure in travelling through a cultivated *country*. Woe to the man who flees when his *country* is in danger. We should all love our native *land*, &c.
35. *Nevertheless* and *notwithstanding* are mostly employed to set two specific propositions either in contrast or in direct opposition to each other; they correspond nearly with *yet*, but point out opposition in a more particular manner. There are cases in which *nevertheless* is peculiarly proper; others wherein *notwithstanding* is preferable. The examples of question 36 give some instances in which they cannot be substituted for each other, and others in which they may be used indifferently.
36. He has acted shamefully, *nevertheless*, on account of the regard I have for his father, I will be a friend to him. *Notwithstanding* all I could say, he persisted in his slanderous charges against you. There are many persons who will, when in a reasoning mood, admit the futility of a belief in ghost stories, *yet* (*nevertheless* or *notwithstanding*) these same individuals can never pass a lonely churchyard in a dark night without an uneasy feeling approaching to dread, caused probably by an indistinct remembrance of tales heard in childhood. They pique themselves upon their strict morality, and *yet* (*nevertheless* or *notwithstanding*) admit of many things inconsistent with moral principle.
37. *Qualification* is applied to any natural endowment, or any acquirement which fits a person for place, office, or employment, or enables him to sustain any character with success; hence, legal power or requisite. *Prerequisite* has reference to something previously required or necessary to the end proposed.
38. An acquaintance with Latin and Greek is a *prerequisite* to the admission of a young man into a college. The Constitution defines the *qualifications* of voters, &c.
39. *Made* signifies put together with art; *done*, put in order or brought to pass. We cannot *make* without *doing*, but we may do without *making*.
40. An employer says to his workman, 'have you *done* what I desired?' The workman answers, 'Yes, sir, I have *made* the article you ordered.' When the scholar shall have *made* several similar examples, that part of his task relating to this question may be considered as *done*.
41. In the sense here used they are synonymous, the only difference being that '*in witness whereof*' is a set phrase in law, often met with, whereas '*in testimony whereof*,' is not so frequently seen.
42. He bore *witness* to the truth of the main points affirmed by your counsel, and his *testimony* had a powerful effect. The *witness* was self-possessed and would not suffer himself to be browbeaten. These facts do not rest on the *testimony* of a single historian, &c.
43. The Preamble has 1; Article I., 151; Article II., 54; Article III., 21; Article IV.,

21; Article V., 9; Article VI., 11; Article VII., 1; and the Authentication, 2; making a total of 271.

44. The Preamble has 1 paragraph; Article I., 53; Article II., 14 (including the one cancelled); Article III., 6; Article IV., 7; Article V., 1; Article VI., 3; Article VII., 1; and the Attestation, or Authentication, 1.
45. Articles V., VI., and VII.
46. Article I., 10 sections; Article II., 4; Article III., 3; and Article IV., 4.

## LESSON XXVIII.

1. See Article I.
2. See Article II.
3. *Rule*, the thing that *rules* or regulates, and *law*, the thing specially chosen or marked out, borrow their weight from some external circumstance. The latter is a species of the former, deriving its weight from the sanction of power. See the answers to questions 5, 30, and 31 of Lesson XXVII., *ante*.
4. You will avoid much trouble by making it a *rule* to obey the *law* in all cases. It is impossible to make poetry by *rule*, though hardy are necessarily governed by certain *laws*, &c. Refer, as above.
5. *Freedom*, the abstract noun of *free*, is taken in all the senses of the primitive; *liberty* [Latin, *liber*, free] is only taken in the sense of free from external constraint, or the action of power. *Freedom* is personal and private; *liberty* is public.
6. The Constitution guarantees the *freedom* of speech and the *liberty* of conscience. The slave obtained his *freedom* by the will of his master. The captive gained his *liberty* through an accidental remissness of the prison guards, &c.
7. That of the capitals to begin nouns.
8. *Grievance* is that which burdens, oppresses or injures, causing thereby grief or uneasiness; it implies a sense of wrong done. *Wrong* is any injury done; a trespass; a violation of right. *Wrong* applies to the thing as *done*; *grievance*, to the thing as *felt*. If one person does a *wrong* to another, the sufferer is very apt to complain of the *grievance*.
9. The term *arms*, from the Latin *arma*, is now properly used for instruments of offence, and never otherwise, except by a poetic license of *arms* for *armor*; but the word *weapons*, from the German *waffen*, may be employed either for instruments of offence or defence. We say fire-*arms*, but not fire-*weapons*; and *weapons* offensive or defensive, but not *arms* offensive or defensive. *Arms* likewise, agreeably to its origin, is used for whatever is intentionally made as an instrument of offence; *weapons*, according to its extended and indefinite application, is employed for whatever may be accidentally used for that purpose; *guns* and *swords* are always *arms*; *stones*, *broadswords*, and *pitchforks*, may be occasionally *weapons*. Hearing the clash of *arms*, he seized his *weapon*, which was a heavy club, and prepared to defend himself.
10. See Article III.
11. *Peace* is a term of more general application, and has a more comprehensive meaning than *quiet*. *Peace* respects either communities or individuals; but *quiet* relates only to individuals or small communities. Nations are said to have *peace*, but not *quiet*; persons or families may have both *peace* and *quiet*. As his *peace* of mind was

somewhat disturbed by such unwelcome intelligence, he retired to his room awhile, in order to regain his self-possession through *quiet*.

12. Both words denote the steps pursued from the beginning to the completion of any work. *Way* is both general and indefinite, and is either taken by accident or chosen by design; *manner* is a species of *way* chosen for a particular occasion. When I told him in the kindest *manner* that he worked in an awkward *way*, he appeared to be quite displeased.
13. See Article IV.
14. See answer to question 7, of Lesson XXVI., *ante*.
15. See Article V.
16. In their general acceptance, *duty* is that which a person is bound, by any natural, moral, or legal obligation, to pay, do, or perform; *service* is labor of body or mind, performed at the command of a superior, or for the benefit of another. As used in Article V., they are synonymous, the only difference being that *duty* is generally preceded by the preposition *on*, while *service* admits of both *in* and *on*. It is the *duty* of all to refrain from profanity. He rendered me good *service*. The man is out of *service*. How long were you in the naval *service*. He has seen *service*, and has proved himself every inch a soldier. That was indeed a *service*. The company is on *duty*. The regiment did *duty* in Mexico, &c.
17. Both *danger* and *jeopardy* mean exposure to death, loss, or injury; risk; hazard; peril. *Jeopardy* applies to peril at hand; *danger*, to peril more remote. Though these terms convey very nearly the same meaning, they cannot be used in the same connection in sentences; for instance, in the phrase 'you are in *danger* of losing your life,' we cannot supply *jeopardy* for *danger*, but would be forced to say 'your life is in *jeopardy*.' In this latter case, however, *danger* could be put for *jeopardy*.
18. In the sense of a return for services done; both are obligatory. *Compensation* is an act of justice, for as the service performed involves a debt, the omission of paying it would be an injury to the performer. *Remuneration* is a higher species of *compensation*; it is a matter of equity dependent upon a principle of honor in those who make it, and differs from the ordinary *compensation*, both in the nature of the service and of the return. *Compensation* is made to inferiors or subordinate persons; *remuneration*, to equals, or even to superiors in education and talent, though not in wealth. As he received an adequate *compensation* for his work, I owe him nothing. If you will lend me your aid in this matter, I will give you a liberal *remuneration*, and be much obliged to you besides.
19. See Article VI.
20. They have the same general signification, but differ in their use. When we say of a man, 'he is *speedy*,' we mean that he is swift of foot; when we say 'he is *quick*,' we mean that he apprehends readily. Again, in the phrase 'As his movements are *quick*, his return will be *speedy*,' these words cannot be made to change places with propriety.
21. *Crime* consists in the violation of human laws, and *misdeemeanor* is, in the technical sense, a minor *crime*. Housebreaking is a *crime*; shoplifting or pilfering amounts

only to a *misdemeanor*. The punishments of *crime* are commonly corporeal; those of *misdemeanors*, frequently pecuniary. Indolence and vice afford an easy transition to *misdemeanors* and *crimes*.

22. *Cause* is the thing happening before, and producing another; *reason*, the thing acting on the understanding. Every *reason* is a *cause*, but every *cause* is not a *reason*. The end of a *cause* is the *effect*; the end of a *reason* is the *conclusion*. If you were to ask him the *cause* of such strange conduct, he could not probably render a single *reason*.
23. In *law*, the course of measures in the prosecution of actions is denominated *proceedings*. *Process* is the whole course of *proceedings*, in a cause real or personal, civil or criminal, from the original writ to the end of the suit. *Original process* is the means taken to compel the defendant to appear in court. *Mesne process* is that which issues upon some collateral or interlocutory manner pending the suit. *Final process* is the process of execution. Taken in their common sense, *proceeding* is the more comprehensive, as it simply expresses the general idea of the manner of going on; while *process* applies to things done by rule; the former is considered in a moral point of view; the latter, in a scientific or technical one. Becoming angry, and actuated by a spirit of revenge, he exposed the whole *process*, which was a very unfair *proceeding*, as he had previously bound himself by a solemn promise not to reveal it.
24. It has but one compound sentence.
25. See Article VII.
26. Three.
27. See Article VIII.
28. Used as in Article VIII. they share the same idea of something given or done to secure peace or good behavior, or as a voucher for the appearance of a person to stand a trial. *Bail* and *security* are not, however, used indifferently; for instance, we may say, 'I went his *security*,' and 'He is out on *bail*,' and also 'I went his *bail*,' but we cannot say 'He is out on *security*.' *Bail* is also used for the person who procures the release of a prisoner from custody, by becoming surety for his appearance in court. It is either singular or plural. *Security* is protection, or that which protects; freedom from fear or apprehension; confidence of safety; safety; certainty. A chain of forts was erected for the *security* of the frontiers. The navy constitutes the *security* of our commercial marine. This sense of *security* proved fatal, as it caused him to neglect making any preparations for defence. A nation often owes its *security* to its former acts of prowess, &c.
29. See Article IX.
30. See answer to question 18 of Lesson XX., *ante*.
31. See answer to question 24, Lesson XXVIII.
32. See Article X.
33. Both terms are used to denote either all the residents or citizens of a town, county, district, or nation, or a portion of them; they have, however, this difference, that *inhabitants* implies persons taken separately, and *people* refers to individuals taken collectively or as one body. Both are also applied to animals, but in this respect *inhabitants* has the more general use. The *people* of Philadelphia. Boston has over one hundred thousand *inhabitants*. *People* bring misfortunes upon themselves by misconduct, and then exclaim against fortune. The ants are a *people* not strong, yet they prepare their meat in the summer.—*Prov.* xxx. Lions, leopards, and other beasts of prey, are *inhabitants* of that wild and beautiful region, &c.
34. See Article XI.
35. *State* is that consolidated part of a nation in which lies its power and greatness; *commonwealth* is the grand body of a nation, including both government and people, which form its *commonwealth* or *commonwealth*. The ruling idea of the word *state* is that of government in its most abstract sense, but the term *commonwealth* refers rather to the aggregate body of men, and their possessions, than to the government of a country. *State* is applied to communities, large or small, living under any form of government; *commonwealth*, more appropriately to republics. We may look in vain among the *states* of the old world for many of the excellencies of our own favored *commonwealth*.
36. *Distant* signifies remote in place indefinitely; *foreign*, belonging to another nation or country. Therefore Canada is *foreign* to New York; and Texas is *foreign* to Mexico, though the countries designated are in both cases contiguous. On the other hand, Portland, Me., and New Orleans, La., are merely *distant* from and not *foreign* to each other, because both are in the United States, though very far apart.
37. See Article XII.
38. *Assemble* is simply to come together; *meet* is to come together for a particular purpose. Both are applied to the gathering of an indefinite number of persons, but in this respect *assemble* is more comprehensive than *meet*.  

If on the plain the adverse hosts assemble,  
And meet in battle shock, the earth will tremble.

See also the answers to questions 16 and 29 of Lesson XVIII., *ante*.
39. *Ballot* is a ball used in voting. *Ballots* are of different colors; those of one color give an affirmative; those of another, a negative. They are privately put into a box or urn. *Ticket* is a written or printed paper given instead of a *ballot*, as being more convenient in public elections; from this circumstance, *tickets* are often called *ballots*. Two black balls being found among the *ballots*, he was declared not to have been elected. At 9 o'clock, P. M., the polls were closed, and the judges proceeded to count the *tickets*.
40. A collection of objects brought into some kind of order is the common idea of these terms. A *list* consists of little more than names arranged under one another in a long narrow line; *catalogue* involves more details than a simple *list*, and specifies not only names, but dates, qualities and circumstances. You hold in your hand but a mere *list*, but here is a *catalogue*, which probably contains what you seek for.
41. *Presence* denotes a being in company near or before the face of another; *sight* signifies a being in open view of a person at almost any distance, from proximity to comparative remoteness. If a man is blind, we may be in his *presence*, without being in his *sight*, which in this case has no existence; we may also be in the *sight* of an



- individual without being in his *presence*. This disgraceful affray happened in the *presence* of the House. The engagement took place in the *sight* of the general, and our men, desirous of his good opinion, fought with such desperate valor that they soon drove the enemy off the field.
42. *Open* means to unclothe, unbar, unlock, or to remove any fastening or cover and expose to view; it is consequently used in a great variety of ways. To *break the seal* of is applied only to a letter, or other sealed writing or document. 'Did you *open* my letter?' 'Yes, but I did not *break the seal* of it, as it was already detached.' 'No matter for that, the act is still dishonorable.' Somebody has *opened* my desk. Please to *open* the door, &c.
43. These two words can be best contrasted through their positives. *Great* is applied to all kinds of dimensions in which things can grow or increase; *large*, to space, extent, and quantity. It should be the aim of a statesman to secure the *greatest* good to the *largest* number.
44. These two words have an extensive application, both singly and in phrases. "On is being in contact with the surface or upper part of a thing and supported by it; *upon* has the sense of *on*, and might perhaps be wholly dispensed with."—*Webster*. Your book is *on* (*upon*) the table. The fleet is *on* (*upon*) the coast of Africa. He stood *on* (*upon*) my right hand. New York is situated *on* (*upon*) the Hudson. He was sent *on* (*upon*) a bold enterprise. He had a white hat *on* (*upon*) his head, and a black coat *on* (*upon*) his back. *Upon*, however, cannot be used for *on* in such a phrase as 'put *on* your cloak.' Neither can *on* be supplied for *upon* in the expression 'to take *upon*,' that is, to assume. 'To take *on*, indeed, is a vulgar form of speech for scolding or complaining. From these examples it will be perceived that "*upon* is used in the same sense with *on*, often with elegance, and frequently without necessity or advantage."
45. The orthography of the Amendments is more like the present.
46. The Amendments are more in accordance with present usage, for we find that the nouns are not commenced with capital letters, unless where they begin a period or are important in themselves; and the spelling, with the exception of a single word, is the same as at present. The heads of the Amendment Articles are printed between parentheses, thus: (Article I.) &c.; and the Articles themselves have no sections. The *twelve* Additional Articles are also much shorter than the *seven* Articles of the Constitution; the former only occupy five pages—the latter, *seven* & *three*.
47. On the supposition that those nouns in which the capitals are wanting were overlooked.
48. Certainly not. The works of man abound in errors, even when constructed with the greatest care.
49. Our comparative nothingness, and entire dependence upon our Heavenly Father.
50. In the Constitution, 53 times, in the Amendments, 9.
51. In the Constitution, 111 times, in the Amendments, 19.
52. In the Constitution, 40 times, in the Amendments, 27.
53. In the Constitution, 27 times, in the Amendments, 7.
54. In the Constitution, 31 times, in the Amendments, 2.
55. In the Constitution, 77 times, in the Amendments, 14.
56. In the Constitution, 17 times, in the Amendments, 2.  
*Note*.—The cancelled paragraph is omitted in all these and the following answers.
57. Eleven; *a, ac, ad, af, ag, al, an, ap, ar, as*, and *at*.
58. In order that its sound may correspond with that of the first letter of the word to which it is prefixed, and thus render the compound word euphonical.
59. Because its framers intended to have its meaning perfectly understood, even by the plainest capacities and most uneducated minds; it was therefore necessary to avoid every thing in the least degree ambiguous or obscure.
60. This question answers itself. The frequent recurrence of the same word or words in the same paragraph is called *repetition*; in prose it is rarely elegant, and, indeed, its use is only sanctioned in the preparation of constitutions, treaties, legal documents, &c., in which strength is the main object; in poetry, however, it is often singularly beautiful. *Repetition* differs from *tautology* (which is the reiteration of the same meaning in different words, or the *needless* occurrence of the same words), and also from *catachresis* (or the use of the same word in different senses).
61. Perspicuity or clearness.
62. *Ad* means to; *con, together* or *with*; *pre, before*; *pro, for, forward, forth* or *out*, and *ob, in the way, against, out*.
63. Adequate, [*Equus*, equal, &c.] *equal to*; *concentrate*, [*centrum*, the middle] to bring to the centre; *prepen*se, [*pendeo*, to hang, or *pendo*, to weigh] *thought before*; *proffer*, [*fero*, to carry or bring] *to bring forward* or *offer*; *obtrude*, [*trudo*, to thrust] *to thrust in the way* or *against*.
64. While the American Manual may be used by beginners with great advantage, it is also *adequate* to the wants of comparatively advanced pupils, who should *concentrate* all their powers of mind upon the subjects of which it treats. That heinous crime was evidently committed with malice *prepen*se: the perpetrator, who was caught almost in the act, seemed so desperate, that I *proffered* my services to the officers, in order that he might be more safely conveyed to a place of security;—they civilly declined my aid, saying that they would not *obtrude* an unpleasant duty upon one so manifestly unused to such scenes.
65. Eleven.
66. Only one; namely, *favor*, which is given *favour*.
67. The Constitution of the United States.
68. The Germans begin all their nouns with a capital letter, both in writing and printing.
69. Advantage.—The reader perceives all the nouns at a glance. Disadvantages.—The nouns being already designated by their capitals, so far as they are concerned, the discriminating powers of the student cannot be exercised. From the abundance of capitals, the page has a look of confusion, and wants clearness, as may be determined by comparing the typography of the Constitution with that of any other part of this book. Again, the name of the Supreme

Being must always commence with a capital; this is also the case with all proper nouns and their derivative adjectives, and with all words which begin periods; consequently in words as above necessarily emphatic, no distinction could be conveniently made, were all nouns headed with capitals as formerly.

70. As has been repeatedly shown, their orthography differs occasionally from that of the present day. In the use of capital letters, the Constitution does not agree with itself, for in Article I., section 5, page 123, we have "Yeas and Nays;" and in section 7, page 125, "yeas and Nays;" in section 8, page 126, we see "Post Offices and post Roads;" in Article I., section 5, page 122, the word "Behaviour" appears, but in Article III., section 1, page 135, it is given, "Behavior." All these instances are evidently mistakes as well as peculiarities.
71. They were no doubt occasioned by oversight in the clerk, and so crept into the engrossed copy; thus being read by the clerk, the members of the convention could not, of course, detect errors apparent only to the eye.

#### LESSON XXIX.

- 1, 2, see section 1.
3. 1st. *Corporal frame*—The lady's constitution was impaired by over-exertion. 2d. *Temperament of mind*—That gentleman has a constitution so mild that even the most unexpected difficulties have never annoyed him. 3d. *Form of government*—The constitution of England is different from that of the United States. 4th. *Supreme law*—The constitution of the United States is paramount to all other authority in the Union. 5th. *State of being*—The constitution of society is such in China that the people are totally ignorant of the blessings of a republican government. 6th. *A system of principles*—The Bible is the moral constitution of mankind.
4. In our country, the constitution secures to the people the right of electing their own governors. In England, the rulers are hereditary.
5. It is accurately and clearly defined in writing so intelligible that it can be understood by all.
- 6, 7, 8, see section 3.
9. 1st. *Noun*—A *preamble* usually precedes the enactments of a legislature. 2d. A *verb*—Legislatures *preamble* their enactments.
- 10, 11, see section 4.
12. None; those that tend to administer most to the welfare of all the people have received the most numerous and artful interpretations; the only code of perfection (the holy Scriptures) has been incessantly resorted to by the designing and the wicked, and numerous efforts have been made to secure its total annihilation; hence the necessity of universal intellectual and moral intelligence among the mass of the people.
- 13, 14, see section 5.
15. See section 6.
16. See the first part of section 6, terminating at legislatures, in the 74th line.
17. See section 7.
18. The meaning of a word or sentence is that which the person writing or speaking wishes to convey by it;—the *signification*

includes either the whole or a part of what is understood from it. I know the general *signification* of the terms used by that author, but I confess myself unable to fathom his *meaning*.

19. See section 8.
20. The signification of both terms is nearly the same, but *comment* generally implies censure. Among his many observations I detected not a few ill-natured *comments*.
21. The words are very near alike. The *latent* is the secret or concealed, in cases where it ought to be open;—the *hidden* is dormant, and may be known to none though concerning ail. The means of accomplishing his *latent* motives were as yet *hidden* even from himself.
22. Of the opposition to the adoption of the Constitution.
23. Both signify full of power. *Powerful* applies to strength as well as power;—*potent* to power alone, in which sense it is a stronger term than the former. The celebrated Charlemagne was a *powerful* man, as well as a *potent* prince.
24. See section 10.
25. Things must have some sort of connexion with each other to form a *series*, but they need simply to follow in order to form a *course*. After delivering a *course* of lectures, he altered the matter in a degree, and had it published in a *series* of numbers.
26. *Practice* simply conveys the idea of actual performance;—*custom* includes also the accessory idea of repetition at stated periods. By imitating many prevalent *practices*, you will help to establish bad *customs*.
27. It meant primarily a statue of the goddess Pallas, or Minerva, representing her as sitting with a pike in her right hand, and a distaff and spindle in her left. The safety of Troy depended on the preservation of this statue; hence *palladium* is applied to anything that affords effectual defence, protection and safety.
28. See section 11.
29. *Perfect* signifies the state of being done thoroughly;—*complete*, the quality of having all that is necessary. The book of which you speak is *complete* in all its parts, and nearly *perfect* in its style.
30. To *see* is the general term, and may be either a voluntary or an involuntary action;—to *perceive* is always a voluntary action. I had *seen* him several times before I *perceived* the great change in his appearance.
31. Of the duty incumbent on all Americans, without distinction of age or sex, to understand the Constitution thoroughly.
32. *Right* is the general term;—*proper* expresses a mode of right. *Right* is absolute and admits of no comparison, for what is *right* cannot be more or less so—was, and will always be *right*; but *proper* is relative and allows gradation, as something may be *proper* to-day that was not so yesterday, and will not be to-morrow,—or it may be more or less *proper*. Though it may be *proper* to conform ourselves in a measure to the habits of the company in which we may happen to be placed, it can never be *right* to hear a member of such company slander an absent person, without defending the one attacked.
33. See section 13.
34. *Raised* may have a good or an indifferent meaning;—*elevated* is always used in the best sense. George *raised* himself by his

business habits, and William was *elevated* for his superior genius.

35. *Imperfect* is the opposite of perfect, and *defective* is opposed to complete. See answer to question 29, ante. I did not admire the orator at all, for his grammar was *defective* and his enunciation *imperfect*.
36. See section 14.
37. Authority *confers*;—charity or generosity *bestows*. If the king shall *confer* the promised rank on him, he will be able to *bestow* on you many favors.
38. *Difficultly* lies most in the nature and circumstances of the thing itself;—*obstacle* consists of that which is external or foreign. Beside the innate *difficulties* of the enterprise, I had not a little trouble to surmount some unexpected *obstacles*.
39. It enlarges on the folly of the people permitting the violation of the principles embodied in the American palladium.
40. *Rational* signifies having reason in it;—*reasonable*, accordant with reason. There are many *rational* beings who do not act in a *reasonable* manner.
41. There is no difference, except that *main* is more poetical than *ocean*.
42. It can; it may mean either the sea, as above, or the land of a continent, in distinction from an island. Having lived for some years mainly upon the *main*, I can truly say that nothing gives me more pleasure than to discover, over the bow of the ship, a cloud-bank in the horizon, as it announces a near approach to the *main*.
43. See section 16.
44. *Hallowed* signifies made holy;—*consecrated*, made sacred by a special act. The temple was *consecrated* upon a *hallowed* day.
45. To *reflect* is a mode of thinking, and to *ponder* a mode of reflecting. In *reflecting* we compare, combine, and judge of ideas that pass through the mind;—in *pondering* we dwell upon and weigh those ideas with the greatest care. The prepositions *on* and *upon* follow *reflect*, and are often but improperly used after *ponder*, which requires no preposition. He said unto me, "I would like you to *reflect* upon these things, and *ponder* well the course you are pursuing."
46. Of the comparatively small number of persons who have read, or know anything about, the Constitution.
47. *Calculate* is the generic term;—*compute*, the specific. The former comprehends arithmetical operations in general: the latter, combinations of certain given numbers in order to learn the grand result. This chronological *computation* involved great complexity, as it was drawn from a number of intricate *calculations*.
48. *Bless* expresses more than *felicity*, in regard both to degree and nature of enjoyment. I know of no better wish than the following: May you experience *felicity* here, and *bless* hereafter.
49. They are the same, but *brand* is only used in poetical composition.
50. It means *ever*, and is used only in poetry. "For aye" is *forever*;—"Forever and aye," *forever and ever*.
51. *Glance* means broadsword, or falchion, and is only used in poetry.

## LESSON XXX.

1. To the liberal education of females, as it is from them our earliest instruction is derived.

2. From the name of Christopher Columbus. It is a poetical term for America.

3. See section 2.

4. The *model* serves to guide in the execution of a work;—the *pattern*, either to regulate the work, or simply to determine the choice. The naval-constructer plans a vessel after a particular *model*, and the ship-carpenter shapes its timbers according to a certain *pattern*.

5. In the sense of exemption from danger, *safely* expresses much less than *security*, for we may be *safe* without using any particular measures, but we cannot be *secure* without taking great precaution. As the magazine was in a *safe* position, and extraordinary preparations had been made for defence, the commandant deemed the fort *secure* against any attack.

6. Of the security afforded to all by the national judiciary.

7. *Rest* simply denotes cessation of motion;—*repose* is that kind of rest which is agreeable after labor. The time for *rest* has come, then let us *repose* as comfortably as possible.

8. We may be *disturbed* inwardly or outwardly, but can be *interrupted* only from without. When uneasy thoughts *disturb* our minds, friends do a kindness if they *interrupt* us.

9. From the Latin *in, de, and penleo*, to hang.

10. *De*, the first prefix, denotes *from*, and *dependent* signifies *to hang from*, to *rely on*.

11. The second prefix, *in*, signifies *not*. Hence *independent* signifies literally *in, not, de, from, penleo, to hang; not to hang from*.

12. The prefix last joined, or the first syllable of the word.

13. *Contentions* are generally produced by a collision of interests; *dissensions* are engendered by a collision of opinions. *Dissensions* are peculiar to large bodies or communities of people; *contentions*, to individuals. *Dissensions* not only tend to alienate the minds of men from each other, but to dissolve the bonds of society; *contentions* tend to destroy the happiness of a family;—both are alike contrary to the injunctions of the holy scriptures, and should be avoided as the bane of national grandeur and individual happiness.

14. *Dis* signifies *asunder*. *Dissension* is derived from the Latin *sentio*, to think, and *dis*, asunder; and literally means to *think asunder* or *apart*, but in its general acceptation it denotes a strife or a quarrel. *Contentions* is from the Latin *contentio*, and signifies a *strife*, a *violent effort* to obtain something;—for the prefix *con*, see question 4, Lesson V., page 4, Appendix.

15. *Quarrels* signify the most serious of all differences, and lead to every species of violence. *Quarrels* generally spring from injuries, either real or supposed, may exist between nations or individuals, and be carried on by acts of offence either directly or indirectly.

"Unrev'd with quarrels, undisturb'd with noise,  
The school girl her improving task enjoys."

For the meaning of *dissensions*, see the answer to the preceding question 13.

16. *Quarrel*—1st. (verb) The dogs *quarrel*: 2d. (noun) Herodias had a *quarrel* against him.—*Mark*, vi. *Dissensions* sometimes produce war; both *quarrels* and *dissensions* are often produced for the want of thought and reflection. It is to be hoped that all



who study the American Manual will discountenance quarrels and dissensions.

17. *Every* is universal in its signification; *each* is restrictive. *Each* relates to two or more; *every* always relates to many.
18. *Every* person should use all reasonable efforts to disseminate intelligence and morality, inasmuch as *each* has an influence that may contribute to the weal or woe of those who may live in ages yet to come.
21. *Every* tree in the orchard bears apples, but *each* tree produces its peculiar fruit.
19. Because the happiness and greatness of nations depend upon it.
20. See answer to question 44, of Lesson XXVIII., *ante*.
- 21 to 23. See section 6.
24. The scholar thereby gains a better and more extended knowledge of the language, which contains about 80,000 words, but a comparatively small portion of which is to be found in any spelling-book.
25. By the practice of spelling words seriatim the pupil becomes critically acquainted with all the little particles of the language, which are far more difficult than its large words.

#### LESSON XXXI.

- 1, 2. See section 1.
3. *Inheritance*, is an estate which falls upon a child or other person, as the representative of a deceased ancestor or relation;—*legacy*, a bequest; particular thing, or certain sum of money, given by last will or testament.
4. Being absent from home at the death of his father, some pretended friends thought to obtain his *inheritance*, under pretence of securing it for him; but on his return, after completely baffling their schemes, he had the good fortune to receive a *legacy* of two thousand dollars from a distant relative.
5. *Among* [or *amongst*]; mixed or mingled with; conjoined or associated with; of the number. *Between*, [or *betwixt*, which is the same thing, and not obsolete.] in the intermediate space, without regard to distance; from one to another; belonging to two or more, in common or partnership; having mutual relation to two or more; noting difference or discrimination. His place, which lies *between* Baltimore and Washington, has quite a romantic aspect, as the house stands *among* large trees, and is almost hidden by their luxuriant foliage. Things go better *between* James and Philip, than between any other two *among* all my friends. These four men own the tract *between* them, and have such a mutual good understanding, that a like party could not perhaps be found *among* a thousand. Perfect harmony exists *between* the families. Learn to judge *between* the specious and the true.
6. It is not.
7. One familiar phrase, given above, proves that it may be properly used of any whole number exceeding one.
8. See section 3.
9. See answer to question 104, of Lesson XII., *ante*.
10. Geographically, *ocean* is used for the vast body of water which covers more than three-fifths of the globe's surface; it is usually considered in five great parts—the Atlantic, Pacific, Indian, Arctic and Antarctic *oceans*; and its smaller compo-
11. See section 4.
12. *Devoted*, is applied to both temporal and spiritual matters; *consecrated*, to spiritual ones only. According to this distinction, it may be said that *consecrated* is used improperly on page 162, but it must be remembered that the heathens always mixed war and religion together.
13. The settlers were not unmindful of pious things, for they *devoted* part of their substance to religious uses, and, after encountering many difficulties, erected and *consecrated* a place of worship, &c.
14. *Tribe* is the general term, and means a family, race, or series of generations, descending from the same progenitor, and kept distinct. *Sept* signifies a race or family, as above, but is only used of *tribes* in Ireland and Scotland; it is synonymous with *clan*.
15. Rob Roy collected about him a lawless *sept*. The Duke of Buccleuch is the head of *clan* Scott. The old Irish chieftains exercised despotic authority over their respective *septs*. The twelve *tribes* of Israel proceeded from Jacob. Most of our Indian *tribes* are fast becoming extinct.
16. Their history, written by the whites.
17. By fraternal union.
18. *Generation* is said of the persons who live during any particular period; *age*, of the period itself. Those born at the same time constitute the *generation*; the period of time included in the life of man is the *age*. Consequently, several *generations* may spring up and pass away in the course of an *age*.
19. During the dark *ages*, many *generations* appear to have risen, lived, and died, to little purpose, &c.
20. See section 6.
21. *Wisdom* consists in speculative knowledge; *prudence* in that which is practical. The former knows what is past; the latter by foresight knows what is to come. For want of *prudence* many men of *wisdom* fail to secure a competence. Illiterate men, if *prudent*, may become very rich, &c.
22. As used in section 6, there is no difference. Both mean a person of rank above a commoner; as, a duke, marquis, earl, viscount, or baron. In its original and broad sense, *peer* means an equal. According to our law, every man indicted for an offence must be tried by a jury of his *peers*. Only *peers* of the realm and the bishops, (who are so considered, with one exception,) can sit in the British House of Lords. Many of the *nobles* lead a dissolute life, &c.
23. Because the apostrophe or mark of the possessive case is placed at the end of the word, thus—*tyrants'*; had it been intended to give the singular idea, it would have been written *tyrant's*.
24. It once happened that a careless clerk had

occasion to read the following notice in church.—“A man gone to sea, his wife desires the prayers of the congregation.” By unfortunately changing the comma, he made the people understand that “a man gone to see his wife, desires the prayers of the congregation.” A fine travesty, truly!

25. See section 7.
27. There is not.
28. Owing to natural distinctions of climate and soil, the products of one section are very different from those of another. The manufacturing and agricultural portions of the country would each seem to need peculiar modifications of system.
29. See section 8.
30. See section 9.
31. Taken distinctively, *citizen* means a person, native or naturalized, qualified to vote for rulers, and buy and hold real estate;—*denizen*, in England, signifies an alien who is made a subject by the king's letters patent, and holds a middle state between a foreigner and a native: he may hold land by purchase or devise, but he cannot take by inheritance. Used generally, both mean a dweller, but *citizen* carries with it the idea of a more permanent residence.
32. Many *citizens* of the United States are at present *denizens* of Mexico, &c.
33. At present, *flag* is applied to any military or civic ensign, of an oblong square shape, fastened at one end to the top of a pole or staff when intended to be borne by a man, or to a rope running through a pulley, by means of which it can be hoisted to the top of a ship's mast, or of a stationary mast on shore. *Banner* applies to square ensigns, as above, depending from a cross-piece secured at the top of a staff; they are sometimes weighed down by a cross-piece at the bottom, for the sake of better display, and are generally restrained by cords attached to their lower corners. *Flags* are blown out laterally by the wind; *banners* hang vertically. *Flags* are commonly made of *hunting*, a sort of light, thin, semi-transparent woollen stuff; *banners*, of silk or other flexible material. Formerly, however, *flag* and *banner* were synonymous, and indeed are often so now.
34. In feudal times, land was held on condition of military service, and the vassal was forced to attend the *banner* of his lord not only when the nation was at war, but also whenever his lord had occasion to oppress a weaker neighbor, or defend himself from the attack of a stronger one. The national *flag* of the United States is known far and wide as the ‘star spangled *banner*.’
35. To secure the blessings of liberty to themselves and their posterity.
36. By an immense sacrifice of treasure and life.
37. See section 11.
38. That of testing the practicability of a republican government.
39. *Monolith* means a pillar or column, of any size or form, made of a single stone. *Obelisk* is a term applied to an Egyptian *monolith* of one invariable form; namely—four-sided, square, and diminishing gradually from the base to the apex, which is itself of a four-sided pyramid shape. The word *obelisk* is from the Latin *obeliscus*, a diminutive of the Greek *obelos*, a *spit*; and monuments of this species are often called *needles* by ourselves.

40. As the Constitution forms a perfect whole, it is called, on page 166, a *monolith*, and *obelisk* is used for a definition as being the nearest single word. The celebrated ‘Cleopatra's Needle’ is an *obelisk*.

## LESSON XXXII.

1. As separate States look only to the interests of their own people, petty jealousies arise, commerce languishes, and misery, imbecility and ruin follow.
2. In a Congress of the United States of America.
3. Of two branches.
- 4, 5, 6. See section 1.
7. Every two years.
8. By the people.
9. They must be free white male citizens of the United States, 21 years old.
- 10 to 14. See section 2.
- 15, 16. See Article I. of the Constitution, section 2, page 119.
- 17 to 30. See section 3.
- 21, 22, 23. See Constitution, Article I., section 2, page 120.
24. See section 4.
- 25 to 35. See section 5; also Constitution, Art. I., section 3, pp. 120, 121.
- 36 to 42. See sections 6 and 7; also Constitution, Article I., section 3, page 121.
- 43, 44, 45. See section 8; also Const. as above.
46. See section 9.
- 47, 48, 49. See section 10.
50. By the several state legislatures.
51. Congress.
52. With the exception of the places of choosing senators.
53. See section 11.

## LESSON XXXIII.

- 1 to 7. See section 1; also Constitution, Art. I., section 5, page 122.
- 8 to 15. See section 2; also Constitution, Art. I., sections 5 and 6, page 123.
- 16 to 19. See section 3.
- 20 to 30. See sections 4 and 5; also Constitution, Art. I., sections 6 and 7, pp. 123 to 125.
- 31 to 35. See section 6; also Constitution as above, with the addition of section 8.
36. *Tax* is more general, and applies to whatever is paid by the people to the government according to a certain estimate; *duty* is more positive and binding, being a specific estimate of what is *due* upon goods according to their value. Commonly *tax* is understood to be a sum laid upon polls, lands, houses, horses, cattle, professions and occupations; *duty*, a sum required by government on the importation or exportation of goods.
37. The above terms refer to what is levied by the government, but they do not expressly convey the idea of levying or paying; *impost*, on the contrary, signifies literally that which is imposed and will be exacted if not promptly paid. *Excise* is an inland duty laid on articles produced and consumed in a country, and also on licenses to deal in certain commodities. The word *tax* may comprehend all these terms.
38. Monarchical countries, in general, are heavily burthened with *taxes*. *Duties* upon goods imported make up most of the national revenue. A heavy *impost*, to pay the expenses of the war, was laid upon the conquered country. The people of England groan under a multitude of *excises*, from which we are happily exempt.

- 39 to 42. See section 7; also Constitution, Art. I., section 8.  
 43, 44, 45. See section 8; refer as before.  
 46, 47, 48. See section 9.  
 49 to 54. See section 10.  
 55, 56, 57. See section 11.  
 58, 59. See section 12.  
 60, 61. See Lesson XVII., section 4, page 73.  
 62, 63, 64. See section 12.  
 65 to 68. See section 13.  
 69 to 73. See section 14; also Constitution, Art. I., section 8, page 127.  
 74. *Insurrection* is used for a general rising up against the established government. See answer to question 16, Lesson XXV. *ante*. *Riot* is applied to a tumultuous disturbance of the peace by three or more persons, mutually aiding and assisting each other, whether the act they originally intended to perform was in itself lawful or unlawful. The Pennsylvania 'whiskey insurrection' happened soon after the establishment of our present government. *Riots* occur occasionally in different parts of the country.  
 75, 76. See section 15.  
 77. The city of Washington, in the District of Columbia.  
 78. By Washington.  
 79, 80. See section 16; also Constitution, Art. I., section 8, page 128.  
 81. Want of power to make wholesome laws effective, *when* enacted, is the bane of governments; and from the hour *that* concessions are exacted of *their weakness*, *stability* forsakes them.

## LESSON XXXIV.

- 1 to 4. See section 1; also Constitution, Art. I., section 9, page 123.  
 5, 6, 7. See section 2.  
 8 to 11. See section 3; also the answer to question 8 of Lesson XXVII. *ante*. Refer as in questions 1-4.  
 12, 13. See section 4.  
 14 to 18. See sections 5 and 6.  
 19, 20. See section 7.  
 21. See section 8.  
 22 to 25. See section 9; also Constitution, Art. I., section 10, pp. 129 and 130.  
 26 to 29. See section 10.  
 30. See section 11.  
 31, 32. See section 12.  
 33, 34, 35. See section 13; also Constitution, Article II., section 1, page 139.  
 36. The chief ordained to *rule* our country's mighty sons, *derives* no *pretensions* from hereditary right—here, no famous warrior, grasping as a *robber*, can *reign* power by means of bayonets;—and as our freemen point *proudly* to the law *which* gives us relief from all such despots kings tremble for their *authority* and see *with chagrin*, throngs moving with *unrestrained steps* towards open polls, where, *exempt* from *military coercion*, they *silently deposit* their votes. Note.—The words in *italic* are not in the originals. Of course the sense of this example and that of question 81 of Lesson XXXIII. *ante*, can be given in many different ways.

## LESSON XXXV.

- 1 to 8. See section 1; also Const., Art. II., sec. 1, pp. 130 and 131; and Amendments, Art. XII., p. 145.  
 9, 10. See section 2.  
 11 to 17. See section 3.  
 18 to 21. See section 4.

- 22 to 28. See section 5.  
 29, 30. See section 6.  
 31, 32. See section 7.  
 33. See section 8.  
 34, 35. See section 9.  
 36 to 39. See section 10.  
 40 to 42. See section 11; also Constitution Article II., section 2, page 134.

## LESSON XXXVI.

- 1 to 4. See section 1.  
 5 to 8. See section 2.  
 9, 10. See section 3.  
 11, 12, 13. See section 4.  
 14. *Subject* is one that owes allegiance to a sovereign, and is governed by his laws. The natives of Great Britain are *subjects* of the British government. The natives of the United States, and naturalized foreigners, are *subjects* of the federal government. Men in free governments are *subjects* as well as citizens; as citizens, they enjoy rights and franchises; as *subjects*, they are bound to obey the laws.—Dr. Webster. For *citizen*, see answer to question 48, of Lesson XIII., also that to question 31 of Lesson XXXI. *ante*. In this country, a good *citizen* must be a peaceable *subject*.  
 15. *Destruction* is an act of immediate violence; *ruin* is a gradual process. A thing is *destroyed* by external violence; a thing falls to ruin of itself. But if *destruction* is more forcible and rapid, *ruin* is more sure and complete. The *destroyed* may be rebuilt or replaced; the *ruined* is past recovery. A continuance in your present vicious course of life will be the *destruction* of your character, and the *ruin* of your health and morals. See the answer to question 13 of Lesson IX. *ante*.  
 16. See section 6.  
 17 to 20. See section 7.  
 21. They do not.  
 22, 23, 24. See section 8.  
 25. A learned Frenchman, celebrated as an author.  
 26 to 29. See section 9.  
 30, 31. See section 10.  
 32, 33, 34. See section 11.  
 35 to 42. See section 12; also refer to the Constitution.

## LESSON XXXVII.

- 1, 2, 3. See section 1.  
 4 to 7. See section 2.  
 8 to 13. See section 3.  
 14 to 20. See sections 4 and 5.  
 21 to 23. See section 6.  
 24 to 26. See section 7.  
 27 to 32. See section 8.  
 33 to 36. See section 9; also refer to the Constitution.

## LESSON XXXVIII.

- 1 to 5. See sections 1 and 2.  
 6, 7, 8. See section 3.  
 9, 10. See section 4.  
 11 to 16. See sections 5 and 6.  
 17 to 20. See sections 7 and 8.  
 21. See section 9.  
 22. *Gun* is a general term, comprehending all instruments of destruction composed of a barrel or tube of iron, or other metal, fixed in a stock, or on a carriage, from which balls, shot, or other deadly missiles are discharged by the explosion of gunpowder, with the single exception of *pistols*. The larger species of *guns* are named



*cannon*; and the smaller kinds are called *muskets*, *carbines*, *ryfs*, *fooling-pieces*, &c. *Musket* is applied to that sort of small-arms most commonly used in war. Originally, *muskets* were very clumsy weapons, rested on a staff and set off by means of a lighted match; the name is now given to fuses or fire-locks fired by a spring-lock. The ship carries 44 *guns*. The infantry arm was sadly deficient in *muskets*. The artillery-men were forced to abandon their *gun*. I observed several men carry *guns*. Some soldiers were riding upon *guns*. In the former of these two last instances, the *guns* are of course *small-arms*; in the latter, they are *cannon* or *great-guns*.

- 23, 24. See section 9.
- 25 to 30. See sections 10 and 11.
31. In a *jury trial*, a man is judged by his *equals*, who will naturally feel sympathy for him; in a *trial by court-martial*, his conduct is examined and passed upon by his *superiors*, who have but little in common with him.
- 32, 33. See section 11.
- 34 to 37. See section 12.
38. The burden falls eventually upon the people.
39. See section 13.
40. The people.
41. It does undoubtedly.
- 42, 43, 44. See section 14.
45. Because *usage* has *u* long.

## LESSON XXXIX.

- 1, 2. See section 1; also Amendments, Article IV.
- 3 to 6. See section 2, and Amendments, Articles V. and VI.
- 7, 8, 9. See section 3.
- 10, 11. See section 4.
12. See section 5.
13. See section 6.
- 14, 15. See section 7.
- 16, 17. See section 8.
- 18, 19. See section 9.
- 20 to 23. See section 10.
- 24 to 28. See section 11.
29. See section 12.
- 30, 31, 32. See section 13.
- 33, 34. See section 14.
35. They are.
36. Because, if they have the proper talent to fill the office, they are equal to the richest. In fact, if the opulent want capacity they are not so good as the industrious poor.
- 37, 38. See section 15.
39. The value of the national Union.
40. Unquestionably.
41. It is.
42. Without doubt.
43. Yes—with great care.
44. As the palladium of our public prosperity.
45. No—it would, on the contrary, be very unreasonable.
- 46 to 53. See section 17.
54. Yes—not only to imitate and equal his virtues, but to surpass them, if possible.
55. Yes—for the higher a man aims, the more he will accomplish.
56. The good—the wicked have no real happiness.

## LESSON XL.

- 1, 2, 3. See section 1.
4. See section 2.
- 5, 6. See section 3.
- 7, 8. See section 4.
9. See section 5.

- 10, 11. See section 6.
- 12, 13. See section 7.
- 14, 15. See section 8.
- 16 to 19. See section 9.
- 20, 21. See section 10.
- 22 to 25. See section 11.
- 26, 27. See section 12.
- 28, 29. See section 13.
- 30, 31. See section 14.
32. In Greece we have Thales, Pythagoras, Socrates, Plato, Aristotle, and Zeno; in Rome, Seneca and Pliny.
33. Demosthenes in Greece, and Cicero in Rome.
34. See section 15.
35. Because every thing should be done in the best manner, and comparative perfection, at which we should all aim, can only be attained through extensive knowledge; therefore the person who neglects to improve opportunities is inexcusable.
- 36, 37, 38. See section 16.
39. Yes—for the cause of Christianity must be advanced by action; belief, alone, is not sufficient.

## LESSON XLI.

- 1 to 4. See section 1.
5. All the members of society.
6. That the attention of the community should be steadily directed to education, so that it may be spread throughout the land. Also an absorbing desire to learn existing in the scholar's mind: this, however, will be more or less excited by the good teacher.
- 7, 8. See section 2.
9. Our forefathers, who received instruction from the examples of their ancestors.
10. It refers to the prophetic sentence written by the 'fingers of a man's hand' upon the wall of Belshazzar's palace at Babylon. As the characters could not be deciphered by the 'astrologers, Chaldeans, and soothsayers,' the king had recourse to Daniel, who explained them to decree the conquest of the Assyrian empire, and the death of Belshazzar. The prophecy, as all know, was strictly fulfilled that very night. The whole story is sublimely told in the fifth chapter of the Book of Daniel.
11. A trope.
- 12 to 15. See section 4.
- 16 to 30. See section 5.
- 21 to 24. See section 6.
- 25, 26. See section 7.
27. See section 8.

## LESSON XLII.

1. See section 1.
2. That it is the best possible way of dispensing justice.
3. If the power to settle disputes or to dispose of life were left to a single permanent judge, he might be corrupted, or his mental vision might be unconsciously warped in favor of this or that side. But a combination of twelve men secures due deliberation and free interchange of sentiment, going to remove undue prejudices; and as juries are taken at random from the people, their members being previously unknown as such to all the parties, and holding office but for the term of one trial, it is impossible to bribe them.
4. See answer to question 31, Lesson XXXI. *ante*.
5. See section 1.
6. They can.

7. For the reason that judgment on impeachment only extends to their removal from office, after which they are liable to be called to answer, and tried for their crimes, the same as any other citizens. But if life could be taken as an effect of impeachment, a man who had once escaped conviction on such trial, could be re-arraigned and re-tried before a jury, and so have his life twice put in jeopardy.
8. They can not.
9. By the officers of a court-martial.
10. There can.
11. See section 2.
- 12, 13. See section 3.
14. They are very nearly synonymous, and mean purpose or aim. *Design* is a general term, and also more vague than *object*. We may entertain a *design* for a long time without taking measures to accomplish it; but we usually try to effect an *object* as soon as possible. Well knowing that he had an *object* in questioning me, I took care not to let him penetrate my *designs*.
15. See section 4.
- 16, 17. See section 5.
- 18, 19. See section 6.
- 20, 21. See section 7.
22. They do not.
23. Two kinds.
24. An officer in each county to whom is intrusted the execution of the laws. In England, *sheriffs* are appointed by the king. In the United States, they are elected by the legislatures, or by the people, or appointed and commissioned by the governors.
25. The office, in England, is judicial and ministerial; here, it is mostly or wholly ministerial. The *sheriff*, by himself or deputies, executes civil and criminal process throughout his county; has charge of the jail and prisoners; attends courts, and keeps the peace.
26. A schedule, containing the names of persons summoned by the sheriff; hence, *more generally*, the whole jury.
27. *Panel* is a jury, as above; also a piece of board with its edges inserted in the groove of a thicker surrounding frame; as, a door *panel*. *Pannel* is a kind of rustic saddle. He knocked so hard at the door that he broke through a *panel*. He lost his seat in consequence of the breaking of his *pannel*-girth.
28. Twenty-three.
- 29, 30, 31. See section 8.
32. Any whole number that cannot be divided by 2 without 1 remainder. 1 is the first odd number.
33. See section 8.
34. See section 9.
35. *Swear* means caused to take *oath*; *affirmed*, caused to take *affirmation*. For the difference between oath and affirmation, see answer to question 7, Lesson XXVI., *ante*.
- 36, 37, 38. See section 10.
- 39 to 42. See section 11.
- 43 to 47. See section 12.
48. See section 12.
- 49, 50. See section 12.
51. See section 12.
- 52, 53. See section 12.
- 54, 55. See section 12.
- 56, 57. See section 12.
- 58, 59. See section 12.
- 60, 61. See section 12.
- 62, 63. See section 12.
- 64, 65. See section 12.
- 66, 67. See section 12.
- 68, 69. See section 12.
- 70, 71. See section 12.
- 72, 73. See section 12.
- 74, 75. See section 12.
- 76, 77. See section 12.
- 78, 79. See section 12.
- 80, 81. See section 12.
- 82, 83. See section 12.
- 84, 85. See section 12.
- 86, 87. See section 12.
- 88, 89. See section 12.
- 90, 91. See section 12.
- 92, 93. See section 12.
- 94, 95. See section 12.
- 96, 97. See section 12.
- 98, 99. See section 12.
100. See section 12.
- ledge or observation, without any bill of indictment laid before them; as, the *presentment* of a nuisance, a libel, or the like; on which the officer of the court must afterward frame an *indictment*, before the party presented can be put to answer it."
- "In a more general sense, *presentment* comprehends inquisitions of office, and *indictments*."—*Blackstone*. The above is the *English* use of *presentment*; here it means the act of offering an *indictment*, and also the *indictment* itself. The application of the word is limited to accusations by grand jurors.
6. See section 2.
- 7, 8. See section 3.
9. The sentence would then declare that the foreman should write all three phrases on the back of the bill.
- 10, 11. See section 3.
- 12, 13. See section 4.
- 14, 15. See section 5.
- 16, 17. See section 6.
- 18, 19. See section 7.
- 20 to 26. See section 8.
- 27 to 30. See section 9.
- 31, 32. See section 10.
- 33, 34, 35. See section 11.
36. An adverb.
37. Four.
38. When it can be changed into *except* without destroying the sense.
39. When it can be changed into *only* without destroying the sense.
40. When it connects sentences not having either of the former senses.
41. Among the *Romans*, *client* meant a citizen who put himself under the protection of some man of distinction and influence; hence, with *us*, one who applies to a lawyer or counsellor for advice and direction in a question of law, or commits to his management the prosecution of a claim or defence of a suit, in a court of justice. *Patron*, with the *Romans*, was a master who retained some rights over a slave after having emancipated him; also, a man of rank under whose protection another placed himself; hence, in *English*, one who countenances, supports, and protects either a person or a work. In these days, the old distinctions between *patron* and *client*, as above, are very oddly intermingled; for so far as the *lawyer* affords defence or protection, he is his *client's patron*, but inasmuch as he is supported by the fees paid him by his *client*, the latter is also the *lawyer's patron*.
- 42 to 45. See section 12.
46. They would not.
47. As the wisest are not always free from fallacies of judgment, the court might be wrongfully, yet sincerely, swayed to this or that side. Juries, finding that their work was already done by the judge, would not trouble themselves with an examination of the merits of a case, and much mischief would happen in court by such neglect. When, on the expiration of their term, the jurymen should return to society, instead of thinking for themselves, they would be apt to take at second-hand the opinions of any man who might advance pretensions to learning or experience.
- 48, 49, 50. See section 12.

## LESSON XLIII.

- 1, 2. See section 1.
- 3, 4. See section 2.
5. An *indictment* is a written accusation or formal charge of a crime or misdemeanor, preferred to a court by a grand jury; also the paper or parchment containing the accusation. "In law, a *presentment*, properly speaking, is the notice taken by a grand jury of any offence from their own know-

## LESSON XLIV.

- 1, 2, 3, 4, 5. See section 1.

- 6 It is true that the word *court* implies, and generally means, several persons, but *courts* are often held by one judge, who is then the *court*. When there are several judges, they consult together, and the opinion of the majority is given by the presiding judge, unless he is in the minority, when he gives his individual charge, and another member of the court will deliver the opinion of the rest; or, the chief judge being with the majority and giving their opinion, an associate judge may also express his own views. The case supposed is one in which the court has several members, hence the use of the two words in the sense above explained.
- 7, 8 See section 2.
- 9 Because our best writers have so prefixed it for such a length of time, that it has become a part of the language. But no valid reason can be given for writing *society* without the definite article and *community* with it.
- 10, 11. See section 3.
- 12, 13. See section 4.
- 14 to 20. See section 5, and its note at the bottom of page 251.
- 21 to 25. See section 6.
- 26 See section 7.
- 27, 28, 29 See section 8.
30. Relative pronoun.
31. When it can be changed into *who* or *which* without destroying the sense.
32. When it points out the subject to which it relates.
33. When it connects sentences, being neither of the above parts of speech.
- 34, 35. See section 9.
36. See section 10.
37. It means *not*, implying negation, privation, or want. *Impunity*, [*L. punio*, to punish,] *without punishment*.
38. It signifies *not*. *In*, *not*—*se*, without—*cure*, [*cura*, care, concern, or charge,] *not* without care; a deduction readily enough understood, for if a thing is known to be *secure* we have no concern about it, and *insecure* is *not* secure, or *unsafe*. *Innocent*, [*noceo*, to hurt,] *not hurting*. *Ininitely*, [*finis*, the end, bound, or limit,] *without bounds*. *In-com-petent*, [*peto*, to seek, ask,] *unfit to strive for, or perform a thing*.
39. Jurors, triers—returned, given—tickets, papers—receptacle, box—the requisite number, twelve suitable jurors.
- 40, 41, 42. See section 11.
43. See section 12.
- 44, 45, 46. See section 13.
- 47 to 51. See section 14.
- approximation to perfection, or—the highest practicable point once reached—a tendency to decay, ending in ruin or death.
17. *Voters*, all persons having the right to choose officers to make, execute, or determine laws. *Juries*, collections of persons to decide facts in controversy according to law. All *jurors* are supposed to be *voters*, but though all *voters* may be, they are not necessarily *jurors*.
18. See section 6.
- 19, 20. See section 7.
21. There is no difference, except that *counsel* is a noun singular used in the plural sense.
22. See section 7.
23. It may be either singular or plural, according to the context.
24. It is not.
25. *Humanity* means kindness or benevolence; *general excellency* implies many good qualities. The former, applying to one attribute, is determinate; the latter, having reference to many things, is vague.
26. *Acquittal* is a judicial setting free, or deliverance from the charge of an offence, and as the prisoner, who was confined during the trial, thereby gains his *liberty*, the words may be called synonymous in this use, though they are not generally so.
27. The clearing of the guilty.
28. Because our *executives* possess the *pardon-ing* power.
- 29, 30. See section 9.
- 31, 32. See section 10.
33. The one who has sustained the loss.
34. They are oppressors, and should receive condign punishment.
35. The perpetrator.
36. The one by whom it has been violated.
37. Yes—it is spelled by Webster, *defense*.
- 38, 39. See section 11.
- 40 to 43. See section 12.
- 44 to 48. See section 13.
49. See section 14.
50. *Illegal* means contrary to law; *unjust*, contrary to justice and right. *Illegal* has reference to human laws alone, and before these were instituted it was impossible for any act to be *illegal*, though many might be *unjust*. Owing to imperfections ever attendant upon man's works, *justice* and *legality*, and their correlatives, are occasionally at variance.
51. See section 14.

## LESSON XLVI.

1. *Duties*—common noun, plural number, is in the objective, case, and governed by the preposition to understood. With the ellipses fully supplied, the sentence would read 'to those duties.'
2. Relative pronoun, third person, plural number, refers to *duties* for its antecedent, objective case, and governed by 'should understand.'
3. Before the verb by which they are governed.
4. Whom.
5. *Pardon* and *forgive* both signify not to inflict the punishment that is due. *Forgive* is the familiar term; *pardon* is adapted to the serious style. Personal injuries are *forgiven*; offences against law and morals are *pardoned*—charity governs the first act; clemency, the second. The governor will probably *pardon* a most atrocious criminal, but should he do so the people will never *forgive* him.
6. It means martyrdom by fire. The person

## LESSON XLV.

- 1, 2. See section 1.
- 3, 4. See section 2.
5. They should not.
6. The people may cause it to be changed.
7. See section 2.
8. See section 3.
9. Mob law and anarchy.
10. See section 4.
11. The erroneous opinion that law should not be binding upon society, will lead, as implied in section 4, first to anarchy and then to despotism.
- 12, 13, 14. See section 5.
15. See section 6.
16. Nothing subliminary is stationary for any length of time. Experience has proved that there must either be a growing or a wasting; a better or a worse state;—an



condemned to die in this horrid manner was bound by chains to a stake, post, or pillar, planted fast in the earth, and fagots, often green so that his dissolution might be lingering, were arranged about him breast high, and kindled by his tormentors. 'To suffer by the *fagot*' is also used figuratively for this kind of execution, which was generally adjudged to those convicted of supposed religious heresy in past times, when deluded persons have burnt each other, under the pretence of doing good. Let us be thankful that we live in an age when the true spirit of Christianity is beginning to be understood, and that, instead of attacking and destroying men, we are content to battle with their opinions. The world has been slow indeed to discover that arguments and tenets are immaterial, and consequently that they cannot be refuted, uprooted, or established by force.

7. Near the middle of the nineteenth century.
8. By taking the number next above that which designates the *hundreds* of any given century or year;—this in 1848 is 19.
9. It is evident that all the years from the first after the birth of Christ to the *hundredth* inclusive, were in the *first* century, and the *hundred-and-first*, *second*, and so on, up to the *two-hundredth* inclusive, were in the *second* century, and so forth. The reader is aware that the chronology of events which happened before Christ's birth is determined backwards in a similar manner.
10. The word *Turks* means only the inhabitants of *Turkey*—it would have been properly defined by *Ottomans*. The term *Moslems* signifies *Mohammedans*, and comprehends *Turks*, *Persians*, *Arabs*, &c. On my journey I fell in with a *Turk*, a true *Moslem*, who abominated all Frankish innovations.
11. It is—*demoniac* means a human being possessed by a demon; and *possessed person* is a perfect synonym of it—'by a demon' being understood after 'possessed.'
12. To the influence of Christianity.
- 13, 14, 15. See section 4.
16. Because the arts and sciences may be said to have flourished long in Greece, as truly as to have had origin there.
17. Ostracism.
18. Because the name of the shell which had inscribed on it the note of condemnation, was *ostrakon*.
19. Before and at the revolution.
20. It means *great charter*, so called because it secured to the English people many important rights and privileges. This name is also given to a charter granted to the people in the ninth year of Henry III., and confirmed by Edward I.
21. From King John, A. D. 1215.
- 22, 23, 24. See sections 5 and 6.
25. The individuals from whom most persons living in this country have descended—those to whom we owe language, customs, and most of our laws.
26. Very highly.
27. The wresting of the *Magna Charta* from King John, and compelling of succeeding kings to confirm it; the obtaining of the *Charter of the Forest*, &c.
28. See section 7.
29. *Confidence* expresses more than *trust*. We always *trust* when we *confide*, but we do

not always *confide* when we *trust*. When we *trust* a person we rely upon his integrity; when we *confide* in him we depend also upon his abilities and mental qualifications. I put *confidence* in him because I knew his qualifications and was satisfied of his honesty, but he shamefully abused the *trust*.

30. That they act contrary to trust—a thing dishonorable in all men, but much more so, for obvious reasons, in those holding high places.
31. A very direct bearing, as they show the culpability of those who would carry elections unfairly, or bribe, or influence in any underhand manner, officers already elected.
32. *Cut* means to separate with some sharp instrument; *tear*, to separate by violence or pulling, with or without an instrument. The act of *cutting* may be an easy one, both to the operator and the thing cut; but *tearing* always requires force, and is more or less destructive to the subject. 'To *cut up* is to eradicate; to *tear up* is to pull out by the very roots.' Many children are in the habit of abusing books by *cutting* or *tearing* their leaves.' Here the mutilation first mentioned is that of knife or scissors; the second is that of the hand.
- 33, 34. See section 8.
35. In the sense there used, they are synonymous. *True* might be supposed to mean *real*, but after all both terms rest on the idea of firm adherence to duty.
36. Washington was a *faithful* friend and a true patriot. That account is not *true*. The narrative is a *faithful* one.
37. Because *one*, as there given, is a vague and general word, referring to any person whatever.
38. We learn *one* of another. *One* should be very careful not to tell as true, stories received at second hand. Different persons make different deductions from the same statements; *one* will believe one thing, *one*, another.
39. See section 10.
- 40, 41, 42. See section 11.
43. Because if the profligate would take time to reflect, they would cease to be so; and the needy are generally too much occupied with their wants to think about any thing else than the easiest way of satisfying them.
44. *Abhor* signifies to start from, with a strong emotion of horror; *detest*, to turn away from, with the utmost aversion. The *abhorred* is repugnant to our moral feelings; the *detested* contradicts our moral principle.
45. He *detests* those who wantonly injure others, and *abhors* every kind of immorality and vice. Traitors are *detested*. Lies are *abhorred*, &c.
- 46, 47. See section 13.
48. *Mark* is the general term, and is employed either in a good, bad, or indifferent sense; *Badge* is specific, and is used in an indifferent sense. A thing may be either a *mark* of honor, of disgrace, or simply of distinction; a *badge* is merely a *mark* of distinction. A *mark* is conferred on, or attaches, or is affixed to a person. A *badge* is voluntarily assumed by one's self according to established custom. Dress is a *badge* of station, and office should be a *mark* of merit.
- 49, 50, 51. See section 14.

## LESSON XLVII.

- 1, 2, 3. See section 1.
- 4, 5. See section 2.
6. See section 3.
7. Anarchy or political confusion.
8. A state of society in which might made right, and the weaker innocent were crushed by the stronger guilty:—when every man took the law into his own hands, and personally avenged personal wrongs. In such times, law was administered as it is occasionally at present on our own borders, and familiarly known to us as 'Lynch Law'—or as it was of old at Jedburgh, in Scotland, and called 'Jeddart Justice'—and at Lydford, in England, of which place it is written,  
*"O't have I heard of Lydford law;  
 How in the morn they hang and draw,  
 And sit in judgment after."*
9. See section 4.
10. They do.
11. It is said that 'misery loves company,' and the same is true of guilt. The vile, on losing respect for themselves, cease to respect others, and endeavor to inveigle the unwary in order that their own degradation may be merged in some degree in that of their fellows. Instances daily occur of the enticement of the idle and careless by the vicious.
- 12, 13. See section 5.
14. See the answer to question 13 of Lesson IX.; also that to question 15 of Lesson XXXVI., *ante*.
- 15, 16. See section 6.
17. By no means.
18. It implies the 'reformation' of the criminals spoken of.
- 19, 20. See section 7.
- 21, 22, 23. See section 8.
24. To set at liberty persons proved to be innocent of the crimes for which they were convicted.
25. See answer to question 2 of Lesson XIV., *ante*.
- 26 to 29. See section 10.
- 30 to 33. See section 11.
- 34, 35. See section 12.
36. With respect to man the increase is unlimited.
37. The life of man is so short, that it is impossible for any one individual to make much comparative progress in any branch of knowledge, even with the utmost assiduity. The history of the world shows that in spite of partial failures, there has been a steady advancement from the beginning, and that no matter how much has been accomplished much more remains to be done.
38. See section 12.

## LESSON XLVIII.

- 1, 2, 3, 4. See section 1.
- 5, 6, 7. See section 2.
- 8 to 13. See sections 3 and 4.
- 14, 15, 16. See section 5.
- 17 to 20. See section 6.
- 21 to 24. See section 7.
25. In speaking of the *East*, we are supposed to mean more particularly Asia and the North eastern part of Africa.
- 26 to 29. See section 8.
- 30, 31, 32. See section 9.
33. That of having faithfully performed every duty.
34. See section 9.

35. Roger Sherman and Robert Morris may be named among those who were the architects of their own fortunes.
36. They are better in many respects.
37. Probably neither was considered to possess great abilities.
38. They pressed steadily onward.
39. It was.
40. Undoubtedly.
41. Strive the harder.
- 42, 43, 44. See section 11.
45. Yes—troubles belong to the lot of all.
46. See section 11.
- 47, 48. See section 12.
49. *Prop* is that which sustains an incumbent weight; *fulcrum* is the point on which a lever rests and turns. A *fulcrum* may be a *prop*, but a *prop* is not necessarily a *fulcrum*. The legs of a table may be called *props*, as they support the top or leaf, but *prop* is generally applied to a temporary supporter. A *fulcrum* may consist of many things; a stone, or even the earth itself, is often a *fulcrum*. In lifting heavy weights, a firm *fulcrum* is needed, and a *prop* is often used to retain what has been gained.
50. See section 13.
51. See section 9.

## LESSON XLIX.

- 1 to 16. See sections 1 and 2.
- 17 to 26. See sections 3 and 4.
- 27 to 37. See sections 5 and 6.
- 38 to 44. See section 7.
- 45 to 47. See section 8.
48. In lines 192 to 199, section 8, the same idea is twice given.
49. In order to make a stronger impression.
- 50, 51. See section 8.
- 52 to 67. See section 9.
68. It is the occurrence of the same letter at the beginning of two or more words succeeding each other immediately or at short intervals. The following quotations are remarkable instances of *alliteration*.  
*"The lordly lion leaves his lonely lair."  
 "Begot by butchers, but by bishops bred;  
 How high his honor holds his haughty head."*
69. The instances here given are of three or more letters. Lines 231, 234, 253, 277, 281, 282, 286, 288, and 294.
70. Definitions:—because, for that—interchange, give and take—another, a second.
71. Synonyms in the senses used, though many of them are not generally so:—women, females—good, sound—obtain, receive—lessons, teachings—rise, soar—sink, fall—error, falsehood—power reaches, influence spreads—like, as—end, close—author, writer—trembling, quivering—anxious, yearning—friendly, hearty—'midst, 'mongst—as, since—meet, join—feebly, faintly—dwellers, lovers—pronounced, enounced—form, way—good-bye, God-speed—together, in concert—knowledge, wisdom—lightly, buoyant—sink, fall—stormy, raging.
72. Neither:—insisted on, the more impressed—children, daughters—reader, person—hand, palm—remorseless, regardless—convulsive, of sorrow—in, of—word, sound—limer in, halt within—frank, round—truth, heart—encounter, companion—fields, paths—at length, a kind.
73. To enable us to contribute to the present and future wants of ourselves and others.
74. So as to contribute the greatest possible good to the world, and be prepared at any time to render an account of our earthly stewardship to our Creator.

## SPECIMENS OF OLD ENGLISH POETRY.

The following is a description of Robert, surnamed Courthose,<sup>1</sup> eldest son of William the Conqueror :—

"He was y-wox<sup>2</sup> ere his fader to England came,  
Thick man he was enow, but not well long;  
Square was he, and well made for to be strong.  
Before his fader, once on a time, he did sturly deed,  
Whan he was young, who beheld him, and these words said :  
' By the uprising of God, Robelyn me sall see  
The Courthose, my young son, a stalwart knight sall be ;'  
For he was somewhat short, so he named him Courthose,  
And he might never after this name lose.  
He quiet of counsel and speech and of body strong,  
Never yet man of might in Christendom ne<sup>3</sup> in Paynim,  
In battail from his steed could bring him down."

The death of Matilda of Scotland, wife of Henry I., is chronicled by Hardinge as follows :—

"The year of Christ a thousand was full clear,  
One hundred eke<sup>4</sup> and therewithal eighteen,  
Whan good queen Maude was dead and laid on bier,  
At Westminster buried, as well was seen ;  
For heaviness of which, the king I ween,  
To Normandy then went, with his son,  
The duke William, and there with did won."<sup>5</sup>

## FREEDOM.

(John Barbour, 14th century.)

"A! freedom is a nobill thing!  
Freedom mayse man to haiff liking!  
Freedom all solace to man giffis :  
He levys at ese that frely levys!"

The two following are from Chaucer, a few years later :—

## THE WIFE.

"A good wife was there of beside Bath,  
But she was some deal deaf, and that was scathe,<sup>6</sup>  
Of cloth making she hadde such a haunt,<sup>7</sup>  
She passed them of Ypres and of Ghent."

## THE MONK.

"A monk ther was, a fayre for the maistrie,  
An outrider, that loved venerie;<sup>8</sup>  
A manly man to ben an abbot able.  
Ful many a daunte hors hadde he in stable :  
And whan he rode, men might his bridle here  
Gingeling in a whistling wind as clere,  
And eke as loude, as doth the chapell belle,  
Ther as this lord was keper of the celle."

<sup>1</sup> Short-stocking.

<sup>3</sup> Nor.

<sup>5</sup> Dwell.

<sup>7</sup> Custom.

<sup>2</sup> Grown.

<sup>4</sup> Also.

<sup>6</sup> Harm.

<sup>8</sup> Hunting.



## THE ORIGINAL

# ARTICLES OF CONFEDERATION.

TO ALL TO WHOM THESE PRESENTS SHALL COME.

*We, the undersigned Delegates of the States affixed to our Names, send greeting.*

WHEREAS the Delegates of the United States of America in Congress assembled, did, on the fifteenth Day of November, in the Year of our Lord one thousand seven hundred and seventy-seven, and in the second Year of the Independence of America, agree to certain Articles of Confederation and perpetual Union between the States of New Hampshire, Massachusetts Bay, Rhode Island and Providence Plantations, Connecticut, New York, New Jersey, Pennsylvania, Delaware, Maryland, Virginia, North Carolina, South Carolina and Georgia, in the Words following, viz:—

*Articles of Confederation and perpetual Union between the States of New Hampshire, Massachusetts Bay, Rhode Island and Providence Plantations, Connecticut, New York, New Jersey, Pennsylvania, Delaware, Maryland, Virginia, North Carolina, South Carolina and Georgia.*

ARTICLE I. The Style of this Confederacy shall be "The United States of America."

ART. II. Each State retains its Sovereignty, Freedom, and Independence, and every Power, Jurisdiction, and Right, which is not by this Confederation expressly delegated to the United States in Congress assembled.

ART. III. The said States hereby severally enter into a firm League of Friendship with each other, for their common Defence, the Security of their Liberties, and their mutual and general Welfare; binding themselves to assist each other, against all Force offered to, or Attacks made upon them, or any of them, on Account of Religion, Sovereignty, Trade, or any other Pretence whatever.

ART. IV. The better to secure and perpetuate mutual Friendship and Intercourse among the People of the different States, in this Union, the free Inhabitants of each of these States, Paupers, Vagabonds, and Fugitives from Justice excepted, shall be entitled to all Privileges and Immunities of free Citizens in the several States; and the People of each State shall have free Ingress and Egress to and from any other State, and shall enjoy therein all the Privileges of Trade and Commerce, subject to the same Duties, Impositions, and Restrictions as the Inhabitants thereof respectively, provided that such Restrictions shall not extend so far as to prevent the Removal of Property imported into any State, to any other State of which the Owner is an Inhabitant; provided also, that no Imposition, Duties, or Restriction shall be laid by any State, on the Property of the United States, or either of them.

If any Person guilty of, or charged with Treason, Felony, or other high Misdemeanor in any State, shall flee from Justice, and be found in any of the United States, he shall, upon Demand of the Government or executive Power of the State from which he fled, be delivered up and removed to the State having Jurisdiction of his Offence.

Full Faith and Credit shall be given in each of these States to the Records, Acts and judicial Proceedings of the Courts and Magistrates of every other State.

ART. V. For the more convenient Management of the general Interests of the United States, Delegates shall be annually appointed, in such Manner as the Legislature of each State shall direct, to meet in Congress on the first Monday in November, in every Year; with a Power reserved to each State, to recall its Delegates, or any of them, at any Time within the Year, and to send others in their Stead, for the Remainder of the Year.

No State shall be represented in Congress by less than two, nor by more than seven Members; and no Person shall be capable of being a Delegate for more than three Years in any Term of six Years; nor shall any Person, being a Delegate, be capable of holding any Office under the United States, for which he, or another for his Benefit, receives any Salary, Fees, or Emolument of any Kind.

Each State shall maintain its own Delegates in a Meeting of the States, and while they act as Members of the Committee of the States.

In determining Questions in the United States, in Congress assembled, each State shall have one Vote.

Freedom of Speech and Debate in Congress shall not be impeached or questioned in any Court, or Place out of Congress, and the Members of Congress shall be protected in their Persons from Arrests and Imprisonments, during the Time of their going to, and from, and attendance on Congress, except for Treason, Felony, or Breach of the Peace.

ART. VI. No State, without the Consent of the United States in Congress assembled, shall send any Embassy to, or receive any Embassy from, or enter into any Conference, Agreement, Alliance, or Treaty with any King, Prince, or State; nor shall any Person holding any Office of Profit or Trust under the United States, or any of them, accept of any Present, Emolument, Office, or Title of any Kind whatever from any King, Prince, or foreign State; nor shall the United States in Congress assembled, or any of them, grant any Title of Nobility.

No two or more States shall enter into any Treaty, Confederation, or Alliance whatever between them, without the Consent of the United States in Congress assembled, specifying accurately the Purposes for which the same is to be entered into, and how long it shall continue.

No State shall lay any Imposts or Duties, which may interfere with any Stipulations in Treaties, entered into by the United States in Congress assembled, with any King, Prince, or State, in pursuance of any Treaties already proposed by Congress, to the Courts of France and Spain.

No Vessels of War shall be kept up in Time of Peace by any State, except such Number only, as shall be deemed necessary by the United States in Congress assembled, for the Defence of such State, or its Trade; nor shall any Body of Forces be kept up by any State, in Time of Peace, except such Number only, as in the Judgment of the United States, in Congress assembled, shall be deemed requisite to garrison the Forts necessary for the Defence of such State; but every State shall always keep up a well-regulated and disciplined Militia, sufficiently armed and accoutred and shall provide and constantly have ready for Use, in public Stores, a due Number of Fieldpieces and Tents, and a proper Quantity of Arms, Ammunition and Camp-equipage.

No State shall engage in any War without the Consent of the United States in Congress assembled, unless such State be actually invaded by Enemies, or shall have received certain Advice of a Resolution being formed by some Nation of Indians to invade such State, and the Danger is so imminent as not to admit of a Delay, till the United States in Congress assembled can be consulted: nor shall any State grant Commissions to any Ships or Vessels of War, nor Letters of Marque or Reprisal, except it be after a Declaration of War by the United States in Congress assembled, and then only against the Kingdom or State and the Subjects thereof, against which War has been so declared, and under such Regulations as shall be established by the United States in Congress assembled; unless such State be infested by Pirates, in which Case Vessels of War may be fitted out for that Occasion, and kept so long as the Danger shall continue, or until the United States in Congress assembled shall determine otherwise.

ART. VII. When land Forces are raised by any State for the common Defence, all Officers of or under the Rank of Colonel shall be appointed by the Legislature of each State respectively, by whom such Forces shall be raised, or in such Manner as such State shall direct; and all Vacancies shall be filled up by the State which first made the Appointment.

ART. VIII. All Charges of War, and all other Expenses that shall be incurred for the common Defence or general Welfare, and allowed by the United States in Congress assembled, shall be defrayed out of a common Treasury, which shall be supplied by the several States, in Proportion to the Value of all Land within each State, granted to or surveyed for any Person, as such Land and the Buildings and Improvements thereon shall be estimated, according to such Mode as the United States in Congress assembled shall from Time to Time direct and appoint.

The Taxes for paying that Proportion shall be laid and levied by the Authority and Direction of the Legislatures of the several States, within the Time agreed upon by the United States in Congress assembled.

ART. IX. The United States in Congress assembled shall have the sole and exclusive Right and Power of determining on Peace and War, except in the Cases mentioned in the sixth Article—of sending and receiving Ambassadors—entering into Treaties and Alliances, provided that no Treaty of Commerce shall be made, whereby the Legislative Power of the respective States shall be restrained from imposing such Imposts and Duties on Foreigners, as their own People are subjected to, or from prohibiting the Exportation or Importation of any Species of Goods or Commodities whatsoever—of establishing Rules for deciding, in all Cases, what Captures on Land or Water shall be legal, and in what Manner Prizes taken by land or naval Forces in the Service of the United States shall be divided or appropriated—of granting Letters of Marque and Reprisal in Times of Peace—appointing Courts for the Trial of Piracies and Felonies committed on the high Seas—and establishing Courts for receiving and determining finally Appeals in all Cases of Captures, provided that no Member of Congress shall be appointed a Judge of any of the said Courts.

The United States in Congress assembled shall also be the last Resort on Appeal in all Disputes and Differences now subsisting, or that hereafter may arise between two or more States, concerning Boundary, Jurisdiction, or any other Cause whatever; which Authority shall always be exercised in the Manner following. Whenever the legislative or executive Authority, or lawful Agent of any State in controversy with another, shall present a Petition to Congress, stating the Matter in Question, and praying for a Hearing, Notice thereof shall be given by Order of Congress to the legislative or executive Authority of the other State in Controversy, and a Day assigned for the Appearance of the Parties by their lawful Agents, who shall then be directed to appoint, by joint Consent, Commissioners or Judges to constitute a Court for hearing and determining the Matter in Question; but if they cannot agree, Congress shall name three Persons out of each of the United States, and from the List of such Persons each Party shall alternately strike out one, the Petitioners beginning, until the Number shall be reduced to thirteen; and from that Number not less than seven, nor more than nine Names, as Congress shall direct, shall in the Presence of Congress be drawn out by Lot, and the Persons whose Names shall be so drawn, or any five of them, shall be Commissioners or Judges, to hear and finally determine the Controversy, so always as a major Part of the Judges who shall hear the Cause shall agree in the Determination: and if either Party shall neglect to attend at the Day appointed, without showing Reasons which Congress shall judge sufficient, or being present shall refuse to strike, the Congress shall proceed to nominate three Persons out of each State, and the Secretary of Congress shall strike in behalf of such Party absent or refusing; and the Judgment and Sentence of the Court to be appointed, in the Manner before prescribed, shall be final and conclusive; and if any of the Parties shall refuse to submit to the Authority of such Court, or to appear or defend their Claim or Cause, the Court shall nevertheless proceed to pronounce Sentence, or Judgment, which shall in like Manner be final and decisive; the Judgment or Sentence and other Proceedings being in either Case transmitted to Congress, and lodged among the Acts of Congress, for the Security of the Parties concerned: provided that every Commissioner, before he sits in Judgment, shall take an Oath, to be administered by one

of the Judges of the Supreme or Superior Court of the State, where the Cause shall be tried, *"well and truly to hear and determine the Matter in Question, according to the best of his Judgment, without Favour, Affection, or Hope of Reward;"* provided also that no State shall be deprived of Territory for the benefit of the United States.

All Controversies concerning the private Right of Soil, claimed under different Grants of two or more States, whose Jurisdictions, as they may respect such Lands, and the States which passed such Grants, are adjusted, the said Grants or either of them being at the same Time claimed to have originated antecedent to such Settlement of Jurisdiction, shall, on the Petition of either Party to the Congress of the United States, be finally determined as near as may be in the same Manner as is before prescribed for deciding Disputes respecting territorial Jurisdiction between different States.

The United States in Congress assembled shall also have the sole and exclusive Right and Power of regulating the Alloy and Value of Coin struck by their own Authority, or by that of the respective States—fixing the Standard of Weights and Measures throughout the United States—regulating the Trade and managing all Affairs with the Indians, not Members of any of the States, provided that the legislative Right of any State within its own Limits be not infringed or violated—establishing and regulating Post-Offices from one State to another, throughout all the United States, and exacting such Postage on the Papers passing through the same as may be requisite to defray the Expenses of the said Office—appointing all Officers of the land Forces, in the Service of the United States, excepting regimental Officers—appointing all the Officers of the naval Forces, and commissioning all Officers whatever in the Service of the United States—making Rules for the Government and Regulation of the said land and naval Forces, and directing their Operations.

The United States in Congress assembled shall have Authority to appoint a Committee, to sit in the Recess of Congress, to be denominated "a Committee of the States," and to consist of one Delegate from each State; and to appoint such other Committees and civil Officers as may be necessary for managing the general Affairs of the United States under their Direction—to appoint one of their Number to preside, provided that no Person be allowed to serve in the Office of President more than one Year in any term of three Years; to ascertain the necessary Sums of Money to be raised for the Service of the United States, and to appropriate and apply the same for defraying the public Expenses—to borrow Money, or emit Bills on the Credit of the United States, transmitting every half Year to the respective States an Account of the Sums of Money so borrowed or emitted—to build and equip a Navy—to agree upon the Number of land Forces, and to make Requisitions from each State for its Quota, in Proportion to the Number of white Inhabitants in such State; which Requisitions shall be binding, and thereupon the Legislature of each State shall appoint the regimental Officers, raise the Men, and clothe, arm, and equip them in a soldier-like Manner, at the Expense of the United States; and the Officers and Men so clothed, armed, and equipped, shall march to the Place appointed, and within the Time agreed on by the United States in Congress assembled: but if the United States in Congress assembled shall, on consideration of circumstances, judge proper that any State should not raise Men, or should raise a smaller Number than its Quota, and that any other State should raise a greater Number of Men than the Quota thereof, such extra Number shall be raised, officered, clothed, armed, and equipped in the same Manner as the Quota of such State, unless the Legislature of such State shall judge that such extra Number cannot be safely spared out of the Same, in which Case they shall raise, officer, clothe, arm, and equip as many of such extra Number as they judge can be safely spared. And the Officers and Men so clothed, armed, and equipped, shall march to the Place appointed, and within the Time agreed on by the United States in Congress assembled.

The United States in Congress assembled shall never engage in a War, nor grant Letters of Marque and Reprisal in Time of Peace, nor enter into Treaties or Alliances, nor coin Money, nor regulate the Value thereof, nor ascertain the Sums and Expenses necessary for the Defence and Welfare of the United States, or any of them, nor emit Bills, nor borrow Money on the Credit of the United States, nor appropriate Money, nor agree upon the Number of Vessels of War, to be built or purchased, or the Number of land or sea Forces to be raised, nor appoint a Commander in chief of the Army or Navy, unless nine States assent to the Same: nor shall a Question on any other Point, except for adjourning from Day to Day be determined, unless by the Votes of a Majority of the United States in Congress assembled.

The Congress of the United States shall have Power to Adjourn to any Time within the Year, and to any Place within the United States, so that no Period of Adjournment be for a longer Duration than the Space of six Months; and shall publish the Journal of their Proceedings monthly, except such Parts thereof relating to Treaties, Alliances, or Military Operations, as in their Judgment require Secrecy; and the Yeas and Nays of the Delegates of each State on any Question shall be entered on the Journal, when it is desired by any Delegate; and the Delegates of a State, or any of them, at his or their Request, shall be furnished with a Transcript of the said Journal, except such Parts as are above excepted, to lay before the Legislatures of the several States.

ART. X. The Committee of the States, or any nine of them, shall be authorized to execute, in the Recess of Congress, such of the Powers of Congress as the United States in Congress assembled, by the Consent of nine States, shall from Time to Time think expedient to vest them with; provided that no Power be delegated to the said Committee, for the Exercise of which, by the Articles of Confederation, the Voice of nine States in the Congress of the United States assembled is requisite.

ART. XI. Canada acceding to this Confederation, and joining in the Measures of the United States, shall be admitted into, and entitled to all the Advantages of this Union; but no other Colony shall be admitted into the Same, unless such Admission be agreed to by nine States.

ART. XII. All Bills of Credit emitted, Money borrowed, and Debts contracted by, or under the Authority of Congress, before the Assembling of the United States, in pursuance of the present Confederation, shall be deemed and considered as a Charge against the United States, for Payment and Satisfaction whereof, the said United States, and the Public Faith are hereby solemnly pledged.



ART. XIII. Every State shall abide by the Determinations of the United States in Congress assembled on all Questions which by this Confederation are submitted to them. And the Articles of this Confederation shall be inviolably observed by every State, and the Union shall be perpetual; nor shall any Alteration at any Time hereafter be made in any of them, unless such Alteration be agreed to by a Congress of the United States, and be afterwards confirmed by the Legislatures of every State.

And whereas it hath pleased the great Governor of the World to incline the Hearts of the Legislatures we respectively represent in Congress to approve of and to authorize us to ratify the said Articles of Confederation and perpetual Union; Know Ye, that we, the undersigned Delegates, by virtue of the Power and Authority to us given for that Purpose, do by these Presents, in the Name and in Behalf of our respective Constituents, fully and entirely ratify and confirm each and every of the said Articles of Confederation and perpetual Union, and all and singular the Matters and Things therein contained: and we do further solemnly plight and engage the Faith of our respective Constituents, that they shall abide by the Determinations of the United States in Congress assembled, on all Questions, which by the said Confederation are submitted to them; and that the Articles thereof shall be inviolably observed by the States we respectively represent, and that the Union shall be perpetual.

In witness whereof, we have hereunto set our Hands in Congress. Done at Philadelphia in the State of Pennsylvania the ninth Day of July in the Year of our Lord one thousand seven hundred and seventy-eight, and in the third Year of the Independence of America.

*On the Part and Behalf of the State of New Hampshire.*

JOSIAH BARTLETT,

JOHN WENTWORTH, Jun. August 8, 1778.

*On the Part and Behalf of the State of Massachusetts Bay.*

JOHN HANCOCK,  
SAMUEL ADAMS,

ELBRIDGE GERRY,  
FRANCIS DANA,

JAMES LOVELL,  
SAMUEL HOLTEN.

*On the Part and Behalf of the State of Rhode Island and Providence Plantations.*

WILLIAM ELLERY,

HENRY MARCHANT,

JOHN COLLINS.

*On the Part and Behalf of the State of Connecticut.*

ROGER SHERMAN,  
SAMUEL HUNTINGTON,

OLIVER WOLCOTT,  
TITUS HOSMER,

ANDREW ADAMS.

*On the Part and Behalf of the State of New York.*

JAS. DUANE,

FRA. LEWIS,

WM. DUER,

GOUV. MORRIS.

*On the Part and Behalf of the State of New Jersey.*

JNO. WITHERSPOON, Nov. 26, 1778.

NATH. SCUDDER, do.

*On the Part and Behalf of the State of Pennsylvania.*

ROBT. MORRIS,  
DANIEL ROBERDEAU,

JONA. BAYARD SMITH,  
WILLIAM CLINGAN.

JOS. REED, 22d July, 1778.

*On the Part and Behalf of the State of Delaware.*

THOS. M'KEAN, Feb. 13, 1779.

NICHOLAS VAN DYKE.

JOHN DICKINSON, May 5th, 1779.

*On the Part and Behalf of the State of Maryland.*

JOHN HANSON, March 1, 1781.

DANIEL CARROLL, do.

*On the Part and Behalf of the State of Virginia.*

RICHARD HENRY LEE,  
JOHN BANISTER,

THOMAS ADAMS,  
JNO. HARVIE,

FRANCIS LIGHTFOOT LEE.

*On the Part and Behalf of the State of North Carolina.*

JOHN PENN, July 21st, 1778.

CORNS. HARNETT,

JNO. WILLIAMS.

*On the Part and Behalf of the State of South Carolina.*

HENRY LAURENS,  
WILLIAM HENRY DRAYTON,

JNO. MATHEWS,  
RICHARD HUTSON.

THOMAS HEYWARD, Jun.

*On the Part and Behalf of the State of Georgia.*

JNO. WALTON, 24th July, 1778.

EDWD. TELFAIR,

EDW. LANGWORTHY.

[Note.--From the circumstance of delegates from the same state having signed the Articles of Confederation at different times, as appears by the dates, it is probable they affixed their names as they happened to be present in Congress, after they had been authorized by their constituents.]

# INDEX

## TO THE SYNONYMS, AND OTHER WORDS, EXPLAINED AND ILLUSTRATED IN THE APPENDIX.

THE *synonyms* have no designatory character. U. signifies *unlike*; S., used in different *senses*; M., *meaning*; and Q., *question*, applied to words not properly belonging to any of the other divisions. The numbers are:—first, the *lesson*; second, the *question*; third, the *page in Appendix*. Words twice given are twice elucidated.

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## RECOMMENDATIONS.

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Very respectfully, yours,

L. VAN BÖRKELEN, Rector.

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Pres. of Newton University.

Baltimore, Dec. 1, 1847.

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Formerly of Trin. Coll. Dublin,  
Now Principal of Cambridge Acad. Md.

I concur in opinion with Professor Campbell as to the value of the above work.

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I fully concur with the above gentlemen in their opinion of this work.

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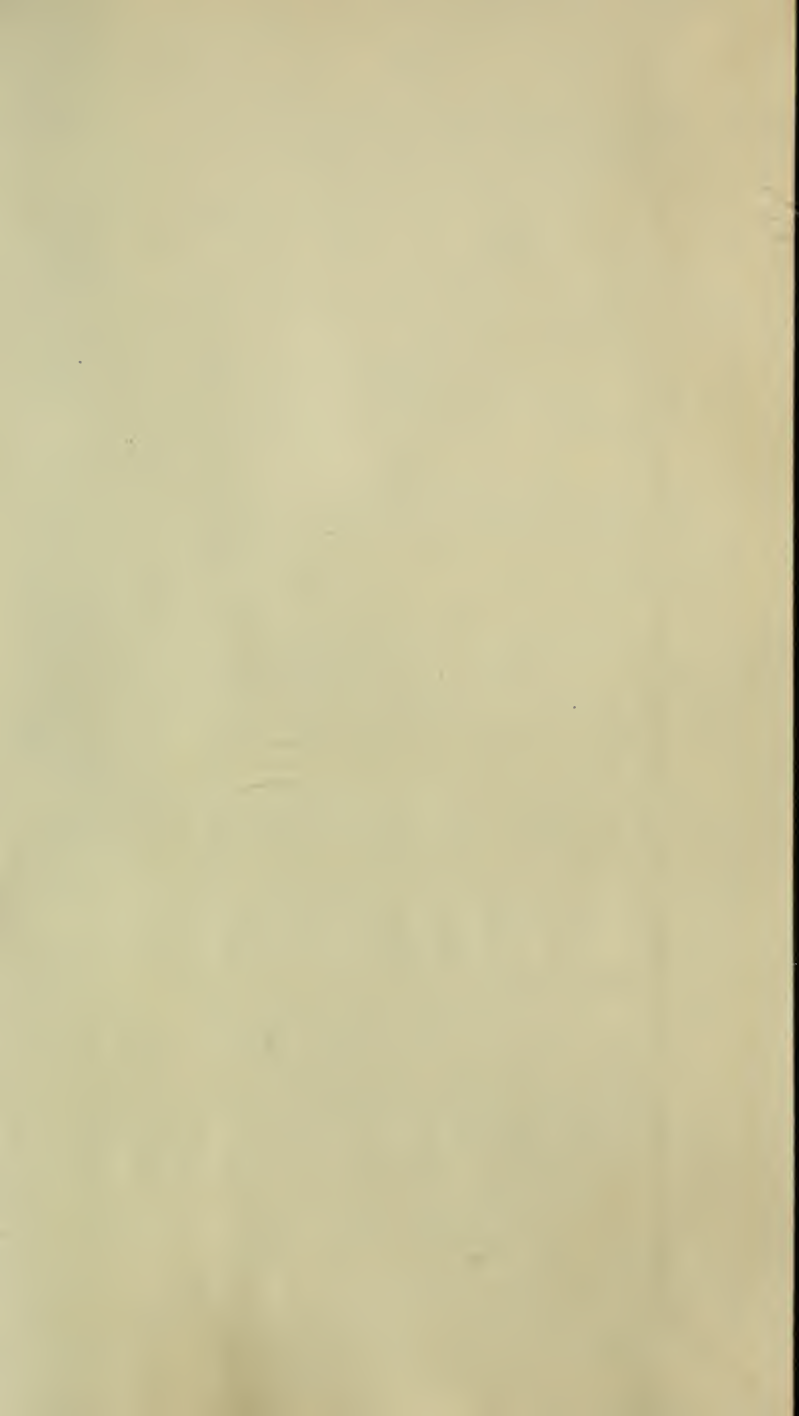
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